DOCUMENT RESUME

ED 181 676 EC 122 785

AUTHOR	Pawelski, Christine E., Ed.; Groveman, Alan B., Ed.
TITLE	A Curriculum Guide for Atypical Deaf Adolescents.
INSTITUTION	Lexington School for the Deaf, New York, N.Y.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
PUB DATE	79
GRANT	G007603394
NOTE	225p.; For related information, see EC 122 786.
AVAILABLE FROM	SH/HI COTTA Project, Lexington School for the Deaf, 30th Avenue and 75th St., Jackson Heights, NY 11370 ($5.50, cost of reproduction and mailing)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adolescents; Aurally Handicapped; Curriculum Guides; *Daily Living Skills; *Deaf; *Job Skills; Normalization (Handicapped); Secondary Education; *Severely Handicapped
IDENTIFIERS	*Secondary Individualized Learning Center Program

ABSTRACT

Based on the program known as the Secondary Individualized Learning Center developed at the Lexington School for the Deaf (Jackson Heights, New York), the resource guide provides a curriculum for severely handicapped deaf adolescents, who, because of their deafness and added learning or physical problems, are unable to successfully function in the traditional academic school environment. The curriculum stresses prework and life skills along with functional communication. The document is divided into 14 sections which focus on either independent living or work related skills: clothing, cooking, health education, money management, sex education, food shopping, travel training, adaptive behaviors, independent work skills, job finding skills, personal welfare, responsible behaviors, work ethics, and work related social skills. Sections are further divided into sheets containing objectives (i.e., students will be able to identify all coins) and related activities (such as making up price tags) for each area goal (for example, student will have understanding of basic money concepts). Appended are assessment forms and activity sheets. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181676

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A CURRICULUM GUIDE FOR ATYPICAL DEAF ADOLESCENTS

Edited by: Christine E. Pawelski and Alan B. Groveman

Contributors:
Paula A. Buchak
Kathleen Gallagher
Marjorie L. Kaufman
Lisa Weiss Krugman
Anthony Massa
Gary Richardson
Bernice Roberts
Randi I. Schneider
Trudy M. Smith
Alison Telsey

Inspired by: Thomas E. Whalen, SILC Supervisor

Illustrated by: Cindy Kaufman Morgan

Secondary Individualized Learning Center (S.I.L.C.)
Lexington School for the Deaf
30th Avenue and 75th St.
Jackson Heights, N.Y. 11370

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Lois E Conner
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 122785

Thanks is extended to all members of the "SILC Team", past, present and future who have made this program a reality. It has only just begun to be written and it will continue to be added to as we develop new and better ways to educate our "SILC students". Thanks is also extended to Barbara Salmon and Gene Simmons for their assistance in preparing this manuscript.

© Lexington School for the Deaf 1978.
2nd Printing, 1979.

Partial funding for this project presented herein was performed pursuant to Grant No. G00-760-3394 from the Division of Personnel Preparation, Bureau of Education for the Handicapped, U.S. Office of Education, Department of Health, Education and Welfare. The points of view expressed in this publication are those of the authors and do not necessarily reflect the positions of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

INDEX

I. Overview of the S.I.L.C. Curriculum. 1

II. Independent Living Skills Areas

Clothing 4

Cooking. 17

Food Shopping. 33

Health 48

Money Management 62

Sex Education. 73

Travel Training. 83

III. Work Related Skill Areas 95

IV. Functional Language Sheets 110

Appendix A: Curriculum Assessment Forms 121

Appendix B: Activity Sheets 134

"The successful individual may live in many worlds;
The alienated person may be a stranger in all."

Schlesinger & Meadow, 1972
Sound and Sign, Childhood Deafness
and Mental Health

This curriculum is designed for that alienated individual, who, because of his/her deafness and added learning or physical problems is unable to successfully function in the traditional academic school environment. It is a curriculum that is based on the belief that these students, despite their multiple problems, can learn to function independently in the community when provided with the appropriate learning environment. This guide provides the framework for continued growth of these students so that they may enter the world, not as strangers, but as contributing citizens.

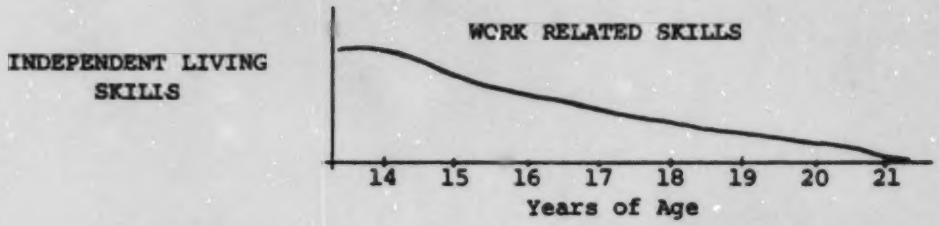
The contents of this resource guide is based on the program known as the Secondary Individualized Learning Center (S.I.L.C.) developed at the Lexington School for the Deaf, Jackson Heights, New York. The SILC program is for atypical deaf adolescents between the ages of 13-21 years of age. It is community based and utilizes a teacher/counselor approach, both of which are critical factors in understanding the total program. (Detailed information on the program is available through other manuals.)

The curriculum stresses pre-work and life skills along with functional communication. In general, the goal of the curriculum is to prepare students for independent living, whether it be in an apartment, group home or with their family. The classroom serves only as "home base" with some individual and group work being conducted there on various levels in order to develop skills in curriculum areas. The majority of activities, however, are programmed in the more natural settings where they occur. For example, the teaching of money skills occurs both in classroom activities as well as in operating a coffee cart or in providing a lunch ordering service. Learning for these students is programmed as close to "where it's happening" as possible. Academics (e.g. reading, math, etc.) become not subjects to be taught, but experiences in life activities which are more readily understood and learned by these adolescents.

The overall curriculum is divided into two primary areas: Independent Living Skills and Work Related Skills. Although in many instances, both are intimately related, an attempt has been made to separate them for teaching and evaluation purposes. Theoretically, then , a student entering into this type of curriculum program will initially spend a greater portion of time within the living skills area and minimally within areas directly related to work. (See Diagram A) As he/she progresses, the emphasis will gradually focus more on job readiness as living skills are acquired. Again, it is important to mention this is on a theoretical basis, because each student is unique and must be seen as such. The point is that <u>both</u> life and work skills are seen as developing simultaneously in this approach, not in isolation.

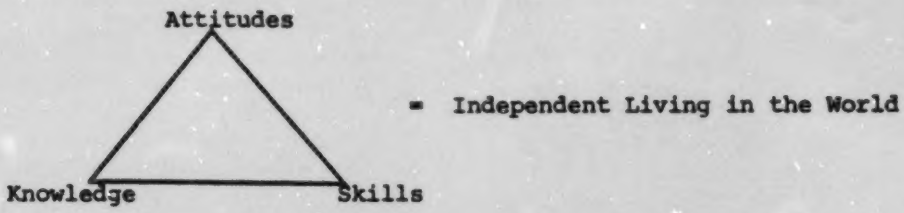
The curriculum must also be viewed as a total process, not as individual objectives to be measured. With this in mind, the SILC curriculum attempts to provide students with: knowledge, skills and attitudes (Diagram B) across all curriculum areas.

DIAGRAM A



A student can know what an egg is; have the skill to crack it, and yet not be able to fry it if the appropriate "I can" attitude is not there. Too often, a program provides the knowledge and skills, and leaves the attitude to chance. That is not good enough for these individuals. Granted, it is the one concept most difficult to develop and understand, yet it has proven to be the determining factor of success for these students when they enter the world of work or attempt more independent living. Therefore, the overall program attempts to be sensitive to all 3 levels of functioning. It is only when knowledge, skills and attitude are in place, can it truly be said that a particular goal has been achieved by a student.

DIAGRAM B



Therefore, in viewing this curriculum, three levels need to be considered:

1. the specific goals and objectives suggested for each area;
2. the skills, knowledge and attitudes needed to complete each objective; and
3. how each objective relates to the overall life and work goals of the student in securing him/her more independent living.

This curriculum then is not a "bag of tricks" or easy cook book to follow. Rather, it provides "jumping off points" for creative teachers who are concerned with meeting the total life demands of the severely handicapped/hearing impaired adolescent. It is a beginning, not an end.

SCOPE AND SEQUENCE OF THE CURRICULUM.

In order to establish beginning learning goals in the life skills and work related areas, a task analysis was completed by the teachers from the SILC program. They identified goals, objectives and possible activities for each of the areas. As stated previously, many of these goals will be occurring simultaneously, and therefore, do not follow a specific sequence. Within each area, such as Clothing, suggested goals are listed. (See page 5.) Following each goal, objectives are

presented which could lead to fulfillment of the specified goal. (See page 6.) In most instances, objectives are listed in a natural order, however, they are not necessarily developmental. They are merely suggested objectives which have worked within the SILC program for a number of students. Future years may find the objectives and goals following a more reliable developmental sequence as the curriculum is used. But for now, it is too soon to tell and the objectives are used flexibly to meet the needs of each student.

The particular areas that have been identified as comprising the two primary sections are as follows:

I. INDEPENDENT LIVING SKILLS

1. Clothing
2. Cooking
3. Health Education
4. Money Management
5. Sex Education
6. Food Shopping
7. Travel Training

II. WORK RELATED SKILLS

1. Adaptive Behaviors
2. Independent Work Skills
3. Job Finding Skills
4. Personal Welfare
5. Responsible Behaviors
6. Work Ethics
7. Work Related Social Skills

Specific goals and objectives for each of the above areas can be found on the following pages. A more comprehensive outline of the job levels (i.e. volunteer-paid) of the SILC program can be found within the Work Related Skills section. The job related curriculum is in the beginning stages of development, and as with the living skills area, will be updated yearly.

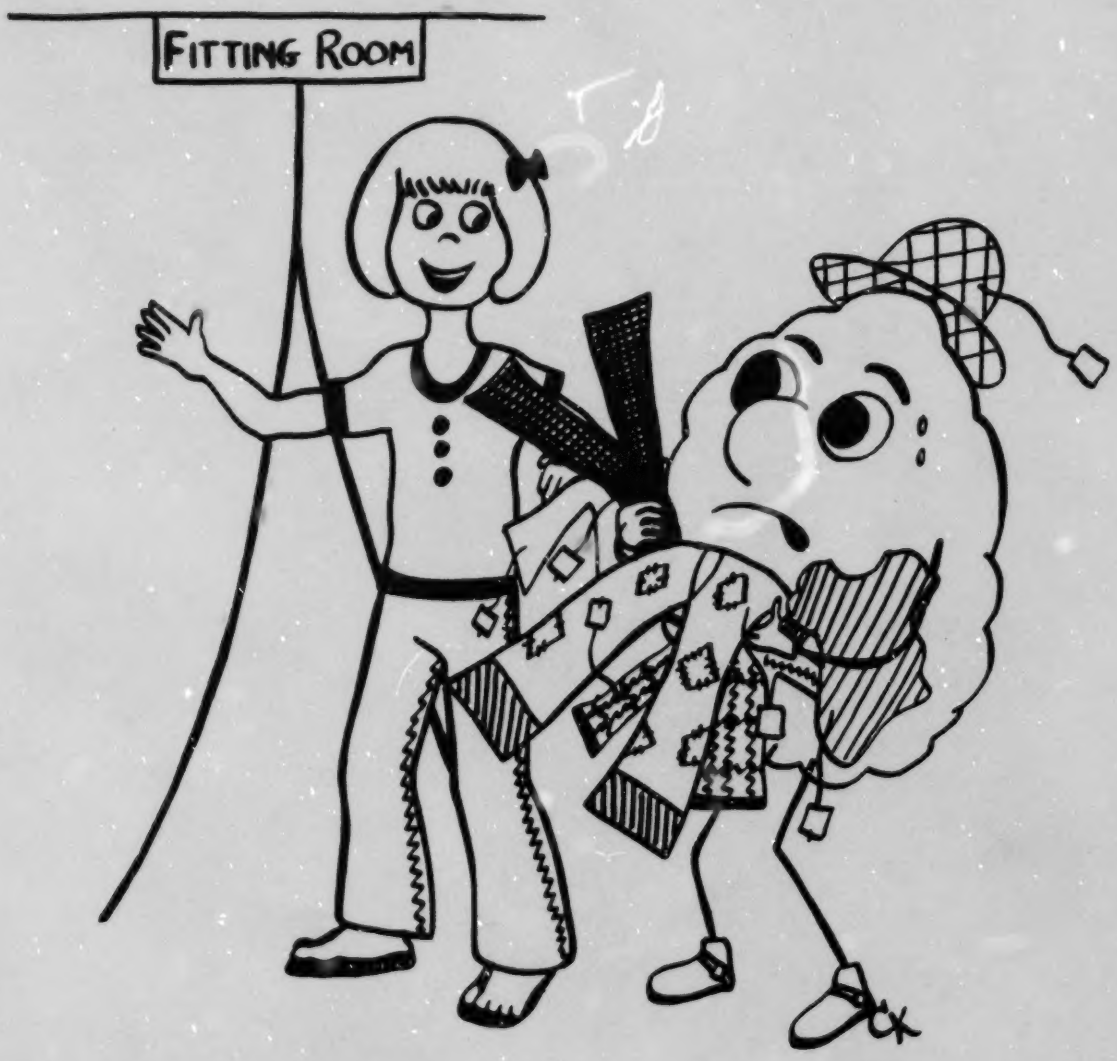
LANGUAGE/COMMUNICATION

In keeping with the overall Lexington philosophy and curriculum, language/communication is one of the major goals of the entire curriculum, both in life skills and work related areas. Just as the curriculum stresses learning within a natural or "real life" environment, so also does language development occur. It is not taught in isolation, but within the context of each unit, such as language related to clothing, or food shopping, etc. The curriculum stresses a symbol system which operates functionally in the natural environment. The primary symbol system used is oral language with adaptations made based upon the needs of the student. Age and functioning level are primary factors in development of a communication system for each individual. This curriculum provides lists of functional language which teachers have identified as necessary for each curriculum area. As stated previously, these are only guides, with individual planning necessary for each student.

ASSESSMENT

Work has begun on developing an efficient and useable assessment instrument for use with the curriculum. The current checklist format can be found in the Appendix which is used on a biannual basis. Teachers prioritize the goals to be worked with for the year, and then list the objectives (by letters) that each student has achieved (current level), and those that will be worked on for the year (Fall). In the Spring of each year, teachers list those objectives that have been completed, and these are added to the student's overall record. Individual progress is recorded on a daily basis for each student using a number of formats (See Appendix). Similar types of checklists are being developed for the job related sections and are in development stages. The Individualized Education Plan (IEP) is developed directly from these checklists by the teachers.

CLOTHING



AREA: CLOTHING

GOALS	OBJECTIVES
1. Understanding basic money concepts as they related to clothing. (See also: Food Shopping #2, Money Management #1)	3
2. Familiarity with names of colors and fabrics.	2
3. Knowledge of basic clothing items.	2
4. Understanding personal wardrobe needs.	4
5. Understanding proper care of garments.	4
6. Familiarity with where to buy specific items of clothing.	2
7. Demonstrated ability of traveling to stores.	3
8. Familiarity with a department store set-up.	4
9. Knowledge of refund/exchange process.	3
10. Understanding bargain shopping. (See also: Food Shopping #8, Money Management #3)	3
11. Understanding budget barriers.	2

GOAL 1 Student will have an understanding of basic money concepts. (See also: Food Shopping #2, Money Management #1)

OBJECTIVES	ACTIVITIES
a. Student will be able to identify all coins (penny, nickel, dime, quarter, half dollar and silver dollar, paper denominations of $1, $2, $5, $10 and $20 with 100% accuracy.	1. Make up (or collect) real price tags from stores. Have students practice picking out correct money for purchase. a) exact cost b) receiving and checking change.
b. Student will have awareness of sales tax and how to compute such tax up to $10 with 100% accuracy.	2. Practice "tax" computations, uxing 8X table. 8¢ for $1 or through addition. .08 = $1; .16 = $2; .24 = $3, etc.
c. Student shall demonstrate the ability to make change of at least $10, with 100% accuracy.	3. Set up mock store to practice recognizing price (tax) on tags, using real (or mock money).
	4. Comparison prices - use isolated item (like a pair of socks) to compare prices in different stores on a field trip.

GOAL 2 Student will be familiar with the names of colors and fabrics.

OBJECTIVES	ACTIVITIES
a. When presented with different multicolored or multipatterened fabrics, student will be able to coordinate choices with "good taste".	1. Teaching individual colors.
b. When the student is presented with the basic garment fabrics of cotton, wool, silk, rayon and polyester, he/she will be able to determine which fabrics should be worn in warm, moderate and cold weather.	2. Make individual charts using magazine cut outs of sweaters, shirts, pants, socks, coats, in each color category.
	3. Talk about favorite colors. Have students use magazines to cut out favorite styles for color preference.
	4. Talk about colors that "go" together; also, stripes, checks, plaids, etc., for coordination.
	Film Strips: 1503, 5, 7, 9, 11, 13, 15, 17.

GOAL 3 Student will know the names of clothing items.

OBJECTIVES	ACTIVITIES
a. Student will be able to read all clothing items listed on attached vocabulary sheet.	1. Identify clothing items that students are wearing to class: i.e. shirt; blouse; skirt; slacks/pants/ trousers/jeans; bras; shorts; socks; stockings; shoes/sneakers; sweater; jacket; coat; hat; gloves; scarf.
b. Student shall be able to write (copy) vocabulary words.	2. Bulletin Board of all individual items as seen im magazines or newspaper ads.
	3. Matching games: i.e. pictures of shoes with word shoes.
	4. Isolate clothing groups for different occasions: a) School wardrobe b) "Going out" wardrobe c) Gym or play wardrobe d) Outdoor winter wardrobe.

GOAL 4 Student will have an understanding of personal wardrobe needs and be able to state or recognize his/her sizes for these items.

OBJECTIVES

a. When shown pictures of clothing items, student shall be able to identify appropriate attire for the following areas:
   - Clothes for School
   - Clothes for work
   - Clothes for play
   - Clothes for dress-up

b. Students will be able to identify proper clothing needs for special weather conditions.

c. Given the list of vocabulary items, student shall know (within 2) how many of each item would be necessary for a sufficient wardrobe.

d. Student shall demonstrate the ability to measure his/her weight, height, waist and chest size when asked.

ACTIVITIES

1. Make a calendar for one week's activities. Talk about what kind of clothing will be needed each day, i.e., 5 school days; playing ball; a family party or out to dinner; working at a part-time job.
2. Discuss good hygiene habits to include change of socks and underclothes each day.
3. Using magazine pictures, put together a wardrobe for the average boy/girl for one week.
4. From this chart, make an appropriate list of what a reasonable wardrobe should include. Account for weather changes, rain, etc.
5. From magazines and newspapers, cut out pictures of individual items of clothing for a scrapbook.
6. Have students understand words of numbers involved in sizes: Sm, Lg, XLg.
   - Waist size - use tape
   - Chest size - use tape
7. Weigh and measure height for each child then attach sizes to each for each item.
8. At a store, help children to identify where their size is located on racks/shelves.
9. For small shops, have students prepare in advance, list of items desired and size to show a salesperson.
10. Constant field trips for practice with groups of 2 or 3 students (preferably boys and girls separately) holding items up against your body for general sizing. Use of try-on room before making purchase.

GOAL 5 Student will have an understanding of proper care of garments.

OBJECTIVES	ACTIVITIES
a. Student will demonstrate the ability to: 1. handwash a garment; 2. do a machine wash; 3. use a dryer; 4. iron a garment; 5. recognize when a garment must be drycleaned.	1. Look at different items for instructions.
	2. Practice with a "hand wash item": what detergent to use; how to hang or block.
	3. Have students use a machine in a laundromat.
	4. Isolate items that are machine dryable -- use dryer.
b. Student will demonstrate the ability to do simple sewing repairs (i.e., sew on a button, do a straight hem, etc.).	5. Visit a dry cleaning store. Check prices. Study receipt for pick up and price. Practice problems.
	6. Use of iron for laundering; freshening. Film - 208 Lexington: Your Clothing Selection and Care. Filj Strip #1237 Lexington - Your Wardrobe and You.
c. Student will know to inquire if alterations can be done at place of purchase.	7. Teaching: sewing on a button; making a simple hem; making or iron-on patches.
	8. Visit stores with alteration departments available.
d. Student will be knowledgeable of location of services and costs of private tailoring, (i.e. drycleaning store, seamstresses, etc.).	9. Visit tailors (dry-cleaning stores) where work can be done.
	10. Check out cost lists.
	11. Do sample problems for same.

GOAL 6 Student will become familiar with where to buy specific items of clothing.

OBJECTIVES	ACTIVITIES
a. When shown individual clothing items, students will be able to match each item to picture and name specialty shop where it can be purchased.	1. Visit specialty shops: shoe shop; lingerie; jeans; sports wear; men's shop; women's shop.
b. Students will demonstrate ability to locate clothing departments within a large department store, by using the directory or by asking for information most of the time.	2. Visit large department store. Find individual departments for special needs.
	3. Use newspaper ads to find name and address of store in ad. Review with teacher or parent how to travel to same. Film F-427, Visit To A Department Store.

GOAL 7 Student will have the ability to travel to stores.

OBJECTIVES	ACTIVITIES
a. Student will be able to walk independently to shopping area closest to the school and be able to return to the school.	1. Inform parents of these units to practice activities with their child in their own neighborhood.
b. Student will be able to walk independently to clothing shops closest to home.	2. With school as homebase, walk to: a) closest clothing stores; b) make lists of clothing items available in these stores; c) make a map of school's immediate neighborhood area with notation for bus and train stations (have parents do same with child at home). d) List nearest department stores to school/home.
c. Student will know where the closest bus and train stops are for travel to at least one additional shopping area in his home borough.	

GOAL 8 Student will have knowledge of a typical department store, its general lay-out and personnel.

OBJECTIVES	ACTIVITIES
a. Student will demonstrate the ability to locate the clothing departments from a store factory.	1. Visit to a small specialty shop, mens/womens: note different areas for different items.
b. Student will be able to request assistance from a store employee, either verbally or by showing a picture or prepared list.	2. Visit to a department store. Visit all floors for general layout. Note clothing floors.
c. Student will be able to recognize the location of a fitting room and know how to use it.	3. Look at General Directory on First Floor for Men's Clothing; Women's Wear; Teenage Shop; Shoe Department; Lingerie; Sporting Goods; Clothing. Visit each individual area.
d. Student will be aware of "security systems" in large stores, know the rules against shoplifting and the penalties.	4. Find Refund Counter.
	5. Point out personnel: wearing buttons or a flower - to assist.
	6. Note "Try-on Rooms".
	7. Note - Alteration Departments.
	Film Strip: Lexington 2337; The Retail Store.

GOAL 9 Student will have knowledge of how to make exchanges and/or refunds.

OBJECTIVES	ACTIVITIES
a. Students will be able to give three reasons for returning a purchase.	1. Practice try-ons in class: correct size -- too big/ too small.
b. Student will demonstrate the ability to make an exchange.	2. Dramatize how to exchange for correct size.
c. Student will demonstrate the ability to make a return for cash refund.	3. Discuss leaving tags <u>on</u> items until deciding to keep item.
	4. Bring in a sample box that would be suitable for saving slips. Discuss <u>where</u> to keep these at home.
	With teacher, make an actual exchange of an item to a store with students.

GOAL 10 Student will have an understanding of bargain shopping. (See also: Food Shopping #8, Money Management #3)

OBJECTIVES	ACTIVITIES
a. Student will know the name of at least two discount department stores.	1. Discuss types of New York City stores, pointing out discount shops; Alexanders, Lohmans, Mays, etc.
b. Student will demonstrate the ability to recognize sales ads in the newspapers, on shop windows and on counter signs.	2. Discuss special sales: look through newspapers for sale ads. Through actual money manipulation, show how sales save you money.
c. Student will show ability to use the "yellow pages" as a source for finding various items of apparel.	3. Using yellow pages, look up different stores available in the borough of school and home. Make list of these stores and visit same.

GOAL 11 Student will have an understanding of budget barriers.

OBJECTIVES	ACTIVITIES
a. When presented with a choice of two similar items, student will pick the better buy for purposes of durability,	1. Using present season, list minimum clothing requirements for a week.
	2. Discuss average prices for same.
b. When given a set amount of money for a simulated (or real) shopping experience, student will demonstrate the ability to budget a quantity of items within that budget barrier.	3. Play "Price Is Right" for guessing prices.
	4. Using individual folders, cut out pictures of clothing to fill #1 weekly requirements.
	5. With kids who are earning, plan a budget portion to add clothes to wardrobe.
	6. Show samples of fabrics. Do experiments to test strength of materials: pastic vs. leather for shoes; meshy fabric vs. pure cotton for T shirts, to prove for durability.
	Film - Lexington #204 - Wise Buying; #208 - Your Clothing: Selection and Care.

COOKING

AREA: COOKING

GOALS	OBJECTIVES
1. Demonstrated knowledge of meal categories. (i.e. breakfast, lunch, dinner)	6
2. Knowledge of <u>what</u> equipment is used for cooking.	5
3. Understanding of proper use of equipment.	3
4. Knowledge of cooking terms.	3
5. Understanding of cooking temperatures and times.	3
6. Understanding of cooking measurements.	4
7. Understanding of use and types of seasonings.	2
8. Understanding of following recipe directions.	4
9. Knowledge of preparing and serving food.	3
10. Understanding of preparing for individual needs.	2
11. Understanding of how to set the table.	4
12. Understanding of clean-up and storage.	5
13. Knowledge of frozen foods.	3
14. Knowledge of planning a menu.	2

GOAL 1 Student will demonstrate an understanding of the meal categories for the day, i.e. breakfast, lunch, dinner.

OBJECTIVES

a. When given 10 food names, the student will be able to categorize them into vegetable, fruit, meat, dairy categories.

b. When given 10 food names (scrambled eggs, tuna sandwich, pork chop), the student will be able to assign them to the proper meal time (breakfast, lunch, dinner).

c. Given the task of planning a simple breakfast, lunch or dinner (supper), the student will be able to do so.

d. When assigned the task to cook a simple breakfast, (scrambled eggs, bacon, toast), the student will be able to cook it appropriately.

e. When assigned the task to prepare a simple lunch, (tuna or peanut butter sandwich), the student will be able to prepare it appropriately.

f. When asked to cook a simple dinner (meatballs and spaghetti), the student will be able to prepare the meal appropriately.

ACTIVITIES

1. Magazines - Students must first have an understanding of food types.
   Teacher assigns categorization task.
   Student cuts out pictures of fruit, vegetables, meats, dairy, etc. Glues the pictures on to large sheets of oak tag under appropriate subject heading. Posters are mounted in class for continuous referral.

2. Supermarket Visit - Students see the variety of foods available.

3. Class discussion - What did you eat for breakfast today? What did you eat for lunch today? Supper yesterday?

4. Variety of Worksheets. Teacher makes up list of vocabulary words. Students must circle food names;

Sneaker	TV
Apple	Ham

   Teacher provides breakfast food names on ditto sheet (lunch, supper). Also, student makes up sample breakfasts for the week:

   MON TUES WED THURS FRI

5. Students cook individually or in pairs; simple dishes at first: scrambled eggs; bacon; sausages; pancakes; French toast.
   Peanut butter and jelly; tuna fish; hamburger; chicken; meatballs and spaghetti.
   Students then progress on to a dinner preparation: Hamburger; potatoes; vegetable; salad; beverage.

GOAL 2: Student will have a knowledge of what equipment is used for cooking.

OBJECTIVES

a. When presented with 5 cooking utensils, the student will select correctly the requested item.

b. When the teacher asks for a specific cooking utensil, the student will give the teacher the proper utensil.

c. When the teacher presents a specific cooking utensil to a student, the student will be able to communicate the proper name of the item.

d. When the teacher says that a specific item is to be cooked, i.e. "Today we will bake bread", the student will get the required cooking utensil(s) (e.g., loaf pan).

e. When a student is asked to prepare a specific food item, he/she will select the proper cooking utensil (e.g. knife, spatula, etc).

ACTIVITIES

1. Relia-teacher shows actualities Introduces names and purposes of equipment.

2. Posters-pictures and labels of items.

3. Equipment search-teacher gives student names of items to be located in a catalog. Student cuts out piece of equipment. Can glue and label items on construction paper or oak tag.

4. Visit appliance or department store - see many different types of cooking equipment.

5. Work Sheets -We use a _____ to fry an egg.
(pan, fry pan, pot)

6. Concentration game - pictures of equipment pasted on 3x5 index cards. Words of equipment to match.

GOAL 3: Student chooses and uses equipment and appliances in a skillful and proper manner.

OBJECTIVES	ACTIVITIES
a. When the student is directed to prepare a specific food item, the student will use the proper piece of equipment for the task with 100% accuracy.	1. Teacher gives oral directions to students -- fry an egg; toast the bread; mix the cake, etc. Student must perform the direction.
b. Student will demonstrate ability to use cooking utensils (e.g. knife, wisk, peeler, grater, etc.) properly while preparing and cooking foods.	2. Drill - teacher says, "Get me the fry pan; get me the pan; get me the spoon, etc.".
c. Student will demonstrate ability to choose and use the appropriate pot (pan, etc.) when asked to: 1. Fry an egg 2. Boil water 3. Make pancakes 4. Make coffee 5. Bake a cake	

GOAL 4 Students will have knowledge of cooking terms.

OBJECTIVES	ACTIVITIES
a. When the teacher demonstrates a cooking action word, the student will be able to imitate the teacher.	1. Index Cards - illustrations to show cooking terms; fry; boil; bake; stir; grate; chop; spread; peel; cut; wash; beat; mix; simmer; pare, etc.
b. Given an instruction from the teacher to perform a cooking action word, the student will be able to perform the action word with 100% accuracy.	2. Demonstration - teacher demonstrates the cooking action words.
c. When shown a cooking term in a recipe, student will accurately imitate or suggest the action.	3. Teacher gives oral direction to student - wash the potato; spread the peanut butter, etc.
	4. File Box - each student could keep his/her own index card file of cooking terms and of recipes.
	5. Work Sheet - student has to match picture of action word to language.

GOAL 5 Student will have an understanding of temperatures and cooking times.

OBJECTIVES	ACTIVITIES
a. When given a direction by the teacher to fix the time on the oven, the student will be able to independently set the proper dial on the stove.	See Pre-Work Sheets (Knowledge of Time) 1. Worksheets - teacher made worksheet with blank circles - cooking times can be filled in for practice.
b. When given a direction by the teacher to "bake for 30 minutes", the student will be able to turn the dial to the proper setting.	2. Discussion - During preparation of recipes, teacher points out and teaches importance of correct temperature and cooking time.
c. When given directions in a recipe or by the teacher to bake or cook for a specified time, the student will be able to keep track of the baking time.	3. Practice - students take turns going to range to set oven baking time.

GOAL 6: Student will have an understanding of measurements in cooking.

OBJECTIVES	ACTIVITIES
a. When the teacher communicates the request for a specified amount of liquid or dry measure, the student will get the designated amount.	1. Oak tag posters - illustrations of measurements: ½ cup 1 cup etc.
b. Given a set of directions in a recipe, the student will be able to use the appropriate size measuring cup or spoon.	2. Demonstration - In the preparation of a recipe, student follows directions, teacher demonstrates initially. (Use colored water). Measurement - Student then measures the amount called for in the recipe. If needed, procedure is repeated over and over again.
c. Given a set of directions in a recipe, the student will be able to measure the amount called for	3. Food scale in class for weighing.
d. Give a set of measuring cups (or spoons) the student will be able to identify them (i.e. 1/2 cup, tsp. etc.).	4. Verbal Directions - cups are labelled; 1-cup; ½-cup. Cup could be marked with tape. Teacher asks, "Give me ½ cup", or "Give me a teaspoon".
	5. Game - Bucket brigade; students carry.

GOAL 7 Student will have an understanding of the different types of seasonings and their appropriate use.

OBJECTIVES	ACTIVITIES
a. When given 4 different seasonings, the student will correctly select the requested item.	1. Reacher brings in some basic seasonings: salt, pepper, cinnamon, paprika, etc.
b. When assigned a specific cooking task, the student will correctly select the appropriate seasoning (salt and pepper for a scrambled egg, cinnamon for French toast, etc.).	2. Index Cards - picture of seasoning on one side. Picture of a representative cooked dish on the other.
	3. Visit supermarket - see variety of seasonings available to the cook.
	4. Visit school cafeteria (if school has one); see how school chef/cook uses seasonings in preparation of student's goods.
	5. Discussion - when a recipe is used, talk about appropriate seasoning.

GOAL 8 Student will have an understanding of following recipe directions.

OBJECTIVES	ACTIVITIES
a. When asked by the teacher to explain a cooking term (mix, boil, beat), the student will be able to communicate the meaning or demonstrate the cooking term.	1. Newsprint - the teacher writes up a simple recipe to be followed by the students in the preparation of a simple dish, i.e. hamburgers; a meat loaf. Students can read the recipe as follow-up. Later, independently - makes recipe.
b. When given a recipe to prepare, the student will be able to follow the simple verbal (T/C directions.	2. Recipe File Box (or Book) - student keeps a copy of recipe made in class. For student who cannot read, illustrations and pictures can be used.
c. Given a prepared food mix, the student will be able to follow the manufacturer's written directions.	3. Concentration Card Game - Illustrations of direction terms: stir, mix, blend, etc, on half of the cards and the labeling name on the other half. Students match cards.
d. Given a written recipe, student will demonstrate ability to follow the directions.	4. Role Playing - teacher asks student to demonstrate recipe directions: mix, stir, etc.

GOAL 9 Student will have an understanding of the preparation and serving of food items.

OBJECTIVES	ACTIVITIES
a. When given an assignment to prepare a particular food item (wash the lettuce, bake a cake, fry the egg), the student will understand and be able to perform the steps necessary to prepare the food.	1. Index Cards - Illustrations to show the steps necessary to prepare a food item. 2. Newsprint - The teacher prepares ahead of time, the steps necessary in cleaning a chicken or washing lettuce. During classtime, students can follow the illustrations and do the actual steps. 3. Experimentations - The students prepare the food items over and over again until the student can independently perform the cooking activity. 4. Oral Directions - Teacher tells student perform a task, i.e. "Wash the lettuce". 5. Filmstrips and Films: Lexington Library: Filmstrips: The Story of Meat, 1649, 413; Poultry, 1574; Meats; Beef & Veal, 1572; Port, Mutton and Lamb, 1573; Vegetables: Vegetable Preparation, 803; Vegetables for All Seasons, 868; Cooky Wise, 502; Carol Bakes A Cake, 1181, 1190. 6. Demonstration - After food is prepared, teacher demonstrates how to serve the food. Students can take turns in practicing serving. 7. Pictures and illustrations of prepared foods, i.e. a hamburger. 8. Picture matching - Index Cards - with picture of catsup, student will match it to a picture of a hamburger.
b. When given the task to serve the prepared food item(s) the student will properly serve them.	
c. When given the task to serve the prepared food items, the student will use the proper serving utensils.	

GOAL 10 Student will have an understanding of preparing meals for himself.

OBJECTIVES	ACTIVITIES
a. When given the direction to choose an appropriate food item for a specific meal (breakfast, lunch, supper) for one person, the student will be able to pick a proper item.	1. Student cooks one egg; one hamburger.
	2. Visit supermarket and see variety of individual frozen dinners.
b. Given the direction to cook a specific food item for one person, (e.g. spaghetti) the student will be able to do so.	3. Student shops in supermarket for TV dinners or frozen entrees. He/she prepares item in class. Teacher assists in reading directions. With repetition, slow learner will do the activity on his own.

GOAL 11 Student will have an understanding of how to set a table.

OBJECTIVES	ACTIVITIES
a. When shown 5 table setting items, student will be able to identify each in turn.	1. Picture cards and label names - student can match the names of the needed utensils: cup, glass, plate, etc.
b. When asked to get a specific table setting item, the student will be able to get the item.	2. Given a list of tableware, the student looks for the appropriate pictures in a magazine and cuts out the photos.
c. When the student is asked to set proper table place, the student will be able to do so.	3. Given a menu, the student would have to select the appropriate utensils needed for a meal.
d. When given a particular menu, the student will choose the proper tableware.	4. Given oral directions, the student will retrieve the called for items: glass, cup, plate, etc.
	5. Place Mat - Teacher made illustrations of place setting to show students the appropriate placement.
	6. Place Mat - Given a blank place mat, the student will draw in the appropriate utensils needed for a specified meal.
	7. Display Posters - illustrates simple table settings of dishes and silverware.
	8. Table Settings - Students practice settings on a table.

GOAL 12 Student will have an understanding of the importance of clean-up and the proper storage of leftovers.

OBJECTIVES	ACTIVITIES
a. When given directions by the teacher to clean up, the student will be able to clean the work areas and table properly.	1. Demonstration - After the preparation of each dish or meal, the teacher demonstrates how to clean up and how to store leftover food.
b. When asked by the teacher to clean (wash) the utensils used in food preparation, the student will do so.	2. Posters - Illustrations showing how to clean up after cooking mounted near work area and posters showing the proper storage of food mounted also near work area.
c. Given instructions by the teacher to put away leftover food, the student will be able to so.	3. Discussion - Why must we dispose of garbage? e.g. "Garbage brings insects".
d. When presented with garbage left from a cooking task, the student will know how to dispose of it.	
e. When questioned about why it is important to get rid of garbage, the student will be able to give the teacher at least one reason.	

GOAL 13: The student will have an understanding and knowledge of how to work with frozen foods.

OBJECTIVES	ACTIVITIES
a. When given a frozen piece of meat to cook, the student will demonstrate how to prepare it for cooking.	1. Demonstration - food purchased earlier in the week.
b. When told that what class will cook tomorrow, the student will be able to go to the freezer and take out the appropriate articles of foods.	2. Discussion - Teacher talks about the need for defrost time.
c. When presented with frozen vegetables to cook, student will demonstrate appropriate preparation.	3. Time Chart - Illustrations showing the need to take frozen foods out ahead of time.

GOAL 14: Student will know how to plan a menu for a complete meal.

OBJECTIVES

a. Given the instruction to suggest a menu for breakfast, lunch or dinner, the student will state at least one item in addition to the entre.

b. When asked to plan a meal (breakfast, lunch or dinner), student will be able to make a list of the necessary food items.

Food Shopping

AREA: FOOD SHOPPING

GOALS	OBJECTIVES
1. Demonstrate community familiarity in terms of meighborhood stores.	3
2. Demonstrate understanding money concepts as it relates to food shopping. (See also: Clothing #1, Money Management #1)	1
3. Demonstrate basic understanding of food types and labels.	7
4. Demonstrate familiarity with physical layout of a supermarket.	4
5. Understand daily food purchasing needs.	2
6. Understanding of how to select foods in terms of size and brands.	4
7. Demonstrate ability to make-up a shopping list.	4
8. Understanding of "smart food shopping" practices. (See also: Clothing #10, Money Management #3)	6
9. Demonstrate a functional knowledge of food tax.	4
10. Demonstrate knowledge of storing and preserving foods.	5
11. Understanding of budgeting for larger food activities.	2
12. Understanding of planning for nutritional goals. (See also: Health Education #2)	2
13. Understanding of appropriate restaurant food ordering.	5

GOAL 1: Student will demonstrate community familiarity so that he/she can shop independently for food.

OBJECTIVES

a. Given a certain location, (e.g. around school, around home) student will name several of the food stores.

b. When presented with a list of food items, student will name the store(s) at which the itmes can be purchased.

c. When presented with a list of food items, student will go and purchase them independently.

ACTIVITIES

1. Tour the school neighborhood and write the names of stores.

2. Draw a map of immediate neighborhood and indicate all stores - supermarkets and small groceries, bakeries, fruit and vegetable markets.

3. Photograph main shopping area with name-signs on each store.
Identify supermarket, delicatessen, fast-food store; small grocery store.

4. Make trips each week to one or two food stores until students become familiar with the location.

5. Record names of all the supermarkets and food stores and make bulletin board display of names.

6. Bring names of supermarkets in student's own neighborhood.

7. Develop supermarket vocabulary: check-out, special, shopping center, shopping cart, dairy, meat (chopped, ground, rib), frozen, coupon, change, grocery, store.

GOAL 2: Student will demonstrate basic understanding of money concepts as it relates to food shopping.
(See also: Clothing #1, Money Management #1)

OBJECTIVES	ACTIVITIES
a. When presented with real currency students will: 1) know the names and values of coins and small bills, namely: penny, nickel, dime, quarter half-dollar, five dollars. 2) count the exact amount of money needed for making purchases for less than one dollar. 3) know the relative value of coins. 4) make change using different coins with 100% accuracy.	

GOAL 3 Student will demonstrate a basic understanding of food types and labels.

OBJECTIVES	ACTIVITIES
a. When presented with a variety of foods using pictures or real samples, students will classify foods into:- 1) Fruit types 2) Meats and poultry 3) Dairy products 4) Canned goods 5) Frozen foods 6) Vegetables	1. Save all empty boxes, labels from cans, etc. and set-up a"mock" supermarket.
b. Given different fruits, students will demonstrate the ability to choose an appropriate fruit for a meal.	2. Go to the local supermarket and find <u>all</u> of 1 category - e.g. fruits - fresh canned, candied, etc. Do a different category on each visit.
c. When sent to the meat and poultry department at the supermarket students will demonstrate a knowledge of cuts and quality of meat.	
d. Given a group of dairy products, students will select items needed (for school/class use.)	
e. Students will identify and use a variety of canned and frozen foods	
f. When presented with the different vegetables, students will distinguish root, leaf, and other kinds of vegetables, and know how each is used.	
g. When students are taken to the food store, they will check 1) Fruit and vegetables for bruises or firmness 2) Dairy products and canned foods for expiration date 3) Meat for color	

GOAL 4: Student will demonstrate familiarity with supermarkets and other food stores.

OBJECTIVES

a. When shopping, student will select the correct check-out line - i.e. express or regular.

b. When presented with a shopping list, student will utilize the signs on the aisles and make purchases easily.

c. Students will describe differences among (at least 2) large supermarkets, delicatessens and small stores.

d. Student will demonstrate the ability to go pick out the correct store when instructed to buy a given food item.

ACTIVITIES

1. Take a walking tour of the neighborhood food stores and then go back and make a list of some of the important facts:
   a. How large of a place?
   b. Could you buy anything?

2. Have 2 or 3 students go and purchase the same item from 2 different stores. For example, 6 donuts or 2 apples, etc. Then compare experiences:
   a. How long did each take?
   b. How much did each one have to pay?
   c. Did both items turn out exactly the same?

GOAL 5: Student will understand daily food purchasing needs.

OBJECTIVES	ACTIVITIES
a. Given a large number of food items, students will be able to select and purchase the amount according to their individual needs and wants, for a given day.	1. Students can plan lunch for themselves for 5 days - make a list and determine cost.
b. When given a list of food items, students will be able to shop for needed items, namely: fresh rolls at bakery or supermarket, sandwich at the delicatessen, etc.	

GOAL 6 Student will understand selectivity of foods in terms of family size and store brands.

OBJECTIVES	ACTIVITIES
a. When taken to the food stores, students will use the shopping principle that quantity, quality and price are inter-related.	1. Calculate relative quantity for family size - buying for self, for self and guest, etc.
b. Given a food item that is produced by several companies, students will evaluate the item and use discretion in making the purchase.	2. Shop for and prepare a meal for two people.
c. Given a food item, students will understand that similar items can differ in price.	3. Purchase several different brands of the same product - e.g. detergent or bread and compare them in terms of: price, taste, size, durability, preference, etc.
d. Given a choice of two or more similar items of equivalent brands, student will buy the less expensive one.	

GOAL 7: Student will demonstrate ability to make a shopping list.

OBJECTIVES	ACTIVITIES
a. When presented with a shopping list, students will decide what items are needed on a regular basis, such as milk and bread.	1. Make individual food Shopping Book. Make list of long and short term items from which students can make their selection.
b. When presented with a number of food items, students will know what items should be bought on a long term basis. e.g. condiments, flour, coffee.	2. Categorize items preferably by picture or realia, into items that are perishable, items that last only as long as the label directs.
c. When writing a shopping list students will understand the fractional and whole quantities by which many items are purchased - namely, 1/2 lb., 1 dozen, 1 quart.	
d. Given a meal to prepare, student will be able to determine what is not available and needs to be purchased.	

GOAL 8: Student will have a knowledge of "smart food shopping" practices.
(See also: Clothing #10, Money Management #3)

OBJECTIVES

a. When presented with sales "discounts", students will:-
   1) take advantage of buying food items on "special".
   2) use coupons from magazines, newspapers and store flyers to save money.

b. When presented with "marked down" items, students will communicate awareness of the danger of purchasing food in damaged containers.

c. When students check out their purchases, they will watch the cash register for correct price.

d. Given many different brands for the same item, students will compare price and quality.
   (See Money Management-Goal #3)

e. When given change, students will check for correct change after transaction.

f. Students will buy more fruits and vegetables in season, when prices are lower.

ACTIVITIES

1. Go to the supermarket to identify foods on "specials" using:
   a) store circular
   b) stickers
   c) location in aisle
   d) newspaper ad

   Compare with regular price of same item.

2. Make actual purchases using coupons. Check date and quantity of item for which coupon is used.

3. Calculate the amount of money saved.

4. Discuss the danger of purchasing damaged products. Direct students to damaged items cart.

5. Dramatize some good and poor shopping practices. e.g. leaving the cashier without checking the change.

6. Make a collection of empty containers of milk, and other canned products from different companies. Look at the prices and make decision about purchase, taking into account, individual tastes.

7. Shop with teacher's personal shopping list to learn the art of:-
   a) calculating price totals, using a calculator and getting an average before the student gets to the cashier and keeping within the budget
   b) arranging the shopping cart so that perishables are preserved

8. Develop through incidental converstaion and situation all experiences, the beginning concepts that various items have different monetary values.

GOAL 9: Student will demonstrate a functional knwoledge of food tax.

OBJECTIVES	ACTIVITIES
a. When presented with a tax chart students will be able to make quick estimations of cost of grocery store items.	1. Write a letter to the supermarket manager requesting tax charts.
b. Given the tax rate in N.Y.C., students will describe how food tax is calculated.	2. Record by categories, items that are taxable and non-taxable.
c. When presented with a variety of food items, students will categorize items that are taxable and non-taxable.	3. Calculate tax on purchase of each item as well as on the total bill.
d. When presented with a food list and food allowance, student will include tax in estimating total cost.	4. Save store receipts and calculate tax in practice exercises at school.

GOAL 10: Student will demonstrate knowledge of storing and preserving food.

OBJECTIVES	ACTIVITIES
a. When presented with "leftovers", students will plan at least 2 new meals from them.	1. Demonstrate the use of food wrappers such as: tinfoil, plastic containers, with minimum air contamination.
b. When presented with labeled cans of foods, students will develop the habit of checking the labels for expiration dates.	2. Plan new meals from left-overs
c. When cans of food are purchased, students will understand the wisdom of rotating the cans according to the expiration date.	3. Make periodic visits to the supermarket to check expiration dates on labels.
d. When presented with a variety of food items, student will match the item to the proper type of storage (e.g. ice cream - freezer).	
e. When presented with "leftovers", student will demonstrate proper storage.	

GOAL 11: Student will demonstrate an understanding of planning and budgeting for larger food activities.

OBJECTIVES	ACTIVITIES
a. When presented with food shopping situations, students will understand the techniques of food budgeting, namely, purchasing within a given budget, buying foods on "specials", using coupons and discount ads.	1. Make list of essential foods and their corresponding prices. 2. Practice estimating. Plan and spend within a fixed amount.
b. Given the situation of a class activity, namely cooking meals, picnicing, eating out, students will be able to participate in planning menus and shop for the items, within a given budget.	

GOAL 12: Student will have an understanding of food as it relates to nutrition. (See also: Health Ed #2)

OBJECTIVES	ACTIVITIES
a. Given four basic food groups, students will explain cause and effect relations on health. b. When presented with different food items, students will 1) group them into the four basic groups 2) select inexpensive but nutritional foods 3) select breakfast, lunch and dinner foods 4) prepare simple, nutritional meals	1. Go to the supermarket and identify and purchase foods that must be cooked and other foods that may be eaten uncooked. 2. Point out their nutritional value 3. Introduce new foods of nutritional value and encourage students to purchase the items.

GOAL 13: Student will demonstrate appropriate restaurant food ordering.

OBJECTIVES

a. When presented with a menu, student will place orders for a meal.

b. When presented with restaurant vocabulary, student will use it appropriately, namely, a la carte, dessert.

c. When presented with a food bill, student will demonstrate the principle of tipping.

d. Given a number of restaurants, student will identify them by nationality or type of food.

e. When presented with menus from 6 national restaruants, students will indicate their preferences and compare the national foods with American dishes.

ACTIVITIES

1. Collect restaurant menus. Dramatize a visit to a restaurant.

2. Purchase a dinner or breakfast within a budget. Place the order and calculate the cost.

3. Calculate the amount of tips when given the total cost of a meal.

4. Go to an inexpensive restaurant and fast-food store to place orders independently.

5. Compare prices on various menus before making decisions about selecting a restaurant and the kind of meal to be ordered.

6. Record the names of restaurants and fast-food shops in the neighborhood. Do a survey to determine preferences for a particular place.

7. Practice taking students to different eating establishments in order to experience different styles of service.

HEALTH

AREA: HEALTH EDUCATION

GOALS	OBJECTIVES
1. Knowledge of human body. (See also: Sex Education #1)	4
2. Understanding of nutritional needs. (See also: Food Shopping #12)	3
3. Understanding of exercise and physical fitness.	2
4. Understanding of basic hygiene.	3
5. Knowledge of common illnesses.	3
6. Awareness of death.	2
7. Knowledge of medical and dental concerns.	8
8. Knowledge of drugs and alcohol.	3
9. Knowledge of venereal disease. (See also: Sex Education #5)	3
10. Knowledge of hearing aid care.	2
11. Awareness of environmental dangers.	3
12. Awareness of personal feelings and emotions.	3

GOAL 1: Student will have basic knowledge of human body. (See also: Sex Ed #1)

OBJECTIVES	ACTIVITIES
a. Student can identify 15 major body parts.	1. Construct model of the body. Match name to part.
b. Student will be able to match above body parts with their functions.	2. Match functional object with appropriate part, (comb, toothbruch, handkerchief, etc.) Demonstrate different actions of each body part (running, sewing, yawning).
c. Student will be able to communicate 3-5 conditions for maintaining good health.	3. Cut out pictures and make chart.
d. Student can communicate what area of his/her body hurts when ill.	4. Role playing different ailments.

GOAL 2: Student will have basic understanding of nutrition. (See also: Food, Shopping #12)

OBJECTIVES	ACTIVITIES
a. When given a specific food item, student can categorize into one of 5 basic food groups (meat, vegetable, fruit, dairy, bread).	1. Picture chart of different food groups.
b. When given special food item, student can correctly label it as healthy or junk.	2. Trip to the store to list junk/ good food.
c. Student can demonstrate ability to plan 3 balanced meals, e.g. breakfast, lunch, dinner.	3. Plan a week's breakfast menu. Plan a week's lunch menu. Plan a week's dinner menu.
	4. Discuss nutrition as it relates to concrete appearances e.g. being fat, becoming anemic, pimples, etc.

GOAL 3: Student will understand importance of exercise and physical fitness.

OBJECTIVES	ACTIVITIES
a. When presented with a specific exercise, student will be able to communicate its primary affect on the body.	1. Dance, calisthenics
b. When asked, student will explain general benefit of regular exercise.	2. Organize a sports club.
	3. Look through some of the current magazines and cut out everything that has to do with exercise - e.g. jogging and tennis, etc. Discuss the importance of this.

GOAL 4: Student will have an understanding of basic hygiene.

OBJECTIVES	ACTIVITIES
a. Student will demonstrate knowledge of need for body cleanliness by listing 5 activites of daily hygiene.	1. Picture comparisons of dirty/clean hair, unshaven/shaven faces, etc.
b. Student will demonstrate good personal grooming habits by brushing teeth, washing hair, shaving, bathing, cutting nails at appropriate times.	2. Invite dentist to show how to correctly brush teeth and then have student do it.
c. When shown contrasting pictures of good/bad hygiene practices, student will be able to select which one represents him/herself.	3. Take student to a shower and demonstrate appropriate activities.
	4. Style student's hair different ways.
	5. Discuss hygiene as it relates to having friends.

GOAL 5: Student will have knowledge of common illnesses.

OBJECTIVES	ACTIVITIES
a. When given symptoms and illnesses, student will be able to match them pictorially.	1. Cut out pictures that represent different illnesses.
b. Student will be able to communicate at least 3 ways of caring for self when sick.	2. Make-up medicine chest in class.
c. Student can communicate 5 instances when he/she should see a doctor.	3. Discussion and role playing of what to do when ill.
	4. Go to the community doctor with the group to visit and have him/her show the office and explain various instruments.

GOAL 6: Student will have an awareness of death.

OBJECTIVES	ACTIVITIES
a. Student can communicate at least 3 differences between living and dead organisms.	1. Chart of life cycles of plants, animals, people.
b. Student will be able to discuss his/her feelings toward dying or about knowing someone who died.	2. Show movies or discuss recent TV, etc. on dying.
	3. Get hamsters or other animals and watch the development.

GOAL 7: Student will have a basic medical and dental knowledge.

OBJECTIVES	ACTIVITIES
a. Student can communicate 3 reasons for getting check-ups.	1. Films and discussion
b. Student will be able to differentiate between medical doctor, dentist, optometrist (and for female students-gynecologist).	2. Discussion - show that different parts of the body require different types of medical care.
c. Student can match 5 non-prescription medicines to their uses.	3. Buy necessary medication for given illness. Fill a prescription.
d. Student will be able to communicate understanding of his/her own health plan.	4. Discussion of importance of carrying card with information pertinent to the individual. When to use it.
e. When presented with 3 injuries, student will be able to apply simple first aid.	5. Bandage a wound, keep person still, etc. Practice simple first aid. Engage the school nurse.
f. Student will be able to communicate specific important information regarding medical history.	6. Draw map of health facilities in student's neighborhood.
g. Student will be able to communicate cause or reason for his/her deafness.	7. Teach students to ask parents how he/she became deaf. Poll other classes to see who has deaf parents, etc. Discussion of what it would be like to have a deaf child.
h. Student will demonstrate an understanding of health insurance.	

GOAL 8: Student will have a general knowledge of drugs/alcohol.

OBJECTIVES	ACTIVITIES
a. Student will be able to match a drug to its major affects on the body.	1. Films and pamphlets and maybe actual samples of various drugs and alcoholic beverages.
b. Student will be able to match alcohol to its major affects on the body.	2. Group discussion on the effects of such drugs on self and other people.
c. Student will be able to identify 3 different drugs and 3 types of alcohol pictorially.	

GOAL 9: Student will have a general knowledge of venereal disease. (See also: Sex Ed #5)

OBJECTIVES	ACTIVITIES
a. Student can communicate 3 ways V.D. is transmitted.	1. Films, discussion, role play
b. Student can communicate 3 symptoms of V.D.	2. Check maps and phone books for nearest clinics.
c. Student will compile list of at least 2 outside clinics where he/she could seek help.	

GOAL 10: Student will understand the general care of hearing aid.

OBJECTIVES	ACTIVITIES
a. Student will demonstrate proper care of hearing aid by: 1. washing molds, 2. testing batteries, 3. changing batteries, 4. ordering new batteries.	1. Cleaning molds in class.
b. Student will be able to write name and address of hearing aid dealer.	2. Checking batteries as a group. Detecting mechanical disfunction: feedback mechanism.
	3. Trip to dealer to buy new batteries.

GOAL 11: Student will be able to recognize dangers in the environment.

OBJECTIVES	ACTIVITIES
a. When presented with sirens, flashing lights and other situations, student will be able to recognize potential danger.	1. Films, role play. Present possible dangerous situations and discuss how to react to them.
b. Given 5 situations, (e.g. robbery) student will be able to communicate whether or not to get involved or not to get involved.	2. Discuss similar as above and decide on the appropriate responses to them.

GOAL 12: Student will be aware and be able to express different feelings and emotions.

OBJECTIVES

a. Student will be able to match label of an emotion to a pictorial or gestural stimulus.

b. When presented with 3 situations, student will communicate appropriate emotional responses.

c. When asked "How do you feel about a certain situation", student will be able to express his/her emotions appropriately.

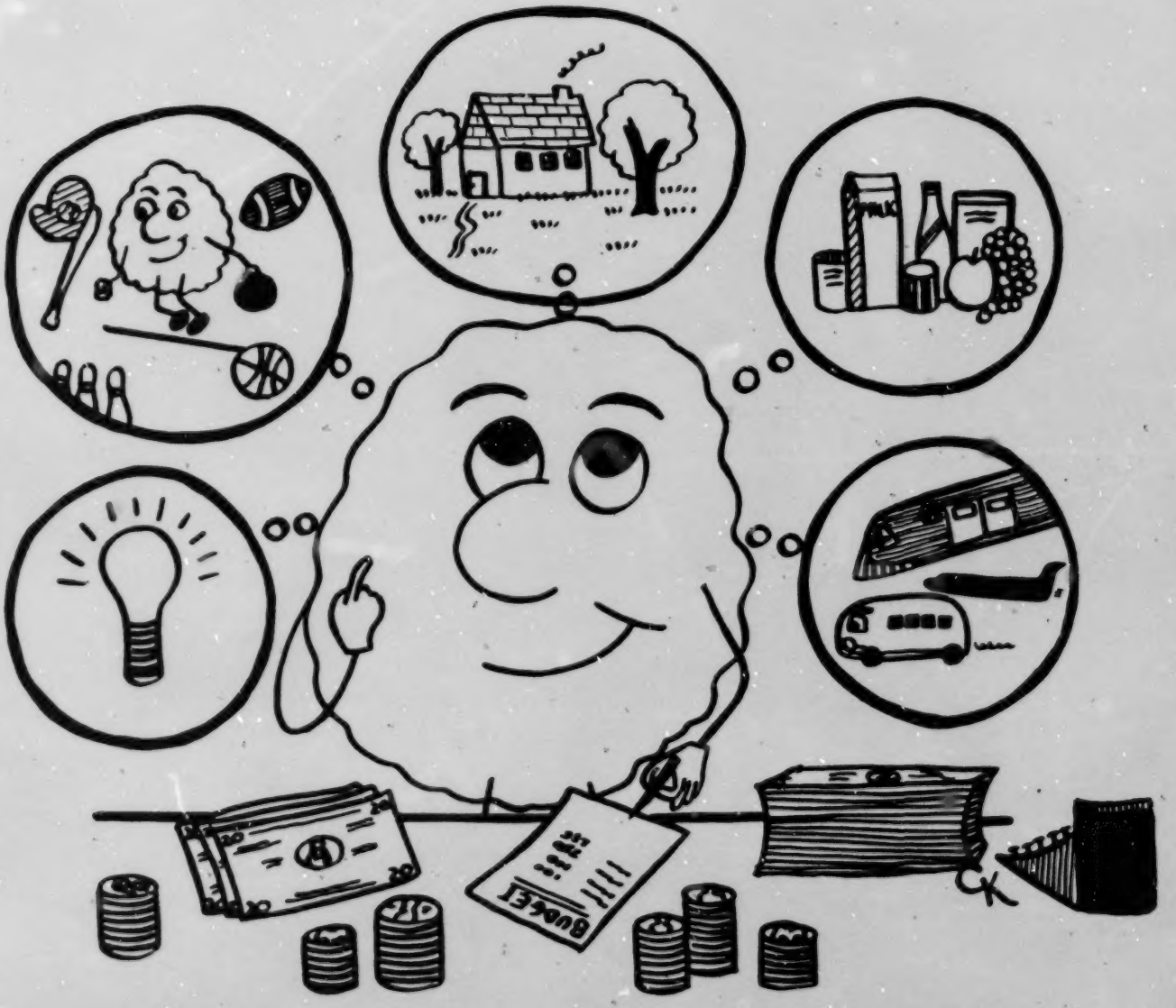
ACTIVITIES

1. Match pictures to words (or signs).

2. Do video tapes of students in various situations and have them pantomime their responses. Discuss them.

3. Role play different situations (e.g. losing a job, meeting a friend, etc.) with a group and then talk about the feelings students might have in each situation.

MONEY MANAGEMENT



AREA: MONEY MANAGEMENT

GOALS	OBJECTIVES
1. Knowledge of coins and paper money. (See also: Clothing #1, Food Shopping #2)	4
2. Understanding of how money is paid out and earned.	7
3. Understanding of wise shopping. (See also: Clothing #10, Food Shopping #8)	8
4. Understanding of basic concepts of saving money.	8
5. Understanding of checking procedures.	4
6. Knowledge of good budgeting.	4
7. Understanding of sales and income tax.	6
8. Understanding of basic facts regarding financing.	8
9. Knowledge of insurance. (See also: Health Education #7)	2

GOAL 1 Student will know the value of coins and paper money. (See also: Clothing #1, Food Shopping #2)

OBJECTIVES	ACTIVITIES
a. When presented with nickel, dime, penny, quarter, half-dollar, the student will know their respective values.	1. Understands values of coins and paper money. Adapt money values to level of student ability.
b. When asked to give change for one dollar, the student will make the correct change.	a. Sort pennies, dimes, nickels, quarters, half-dollars, also the paper money in denominations of $1, $5, $10 and $20 and label them.
c. When asked to give change up to $20, the student will be able to utilize his knowledge of coins and small bills to make change.	b. Count pennies in ones, twos, etc. Do the same with nickels using fives, tens using dimes.
d. When presented with a dollar, five, ten or twenty dollar bill, student will be able to communicate their respective value.	c. Determine items or combinations of items that can be bought with the coins, e.g. gum for a nickel, chocolate bar for a quarter, etc.
	d. Purchase sugarless gum and other items in large quantities and sell them in the classroom using the coins to familiarize students with value and name.
	e. Vary (d) using different coins for the same amount, e.g. 5 pennies for a nickel, two nickels, or one nickel and 5 pennies for a dime. Make chart to show relative value of coins. Play games which help to develop an understanding of the comparative value of small coins.
	f. Make coin identification games.
	g. Make change of a dollar by grouping coins, starting with coins of smaller values and lead up to two half-dollars
	h. Create situations in shopping in community stores to give practice in counting money with facility and checking change received. (Can apply to Goal #3).
	i. Have students handle all monies for classroom activities, e.g. distribution of transportation money- cooking money, snack sales, then attempt some basic bookkeeping. (Can apply to Goal #2).
	j. Estimate cost of common items. Check actual price in store and count the appropriate amount. (Can apply to Goal #3).

GOAL 2 Student will understand how money is paid out and earned.

OBJECTIVES

a. Given a specific task, i.e. going to store, selling newspapers, operating snack cart etc., student will be able to earn small amounts of money and explain how money was earned.

b. In small group discussion, student will demonstrate his knowledge of the following areas by intelligently participating in discussion (by speech drawing or sign);
   1. different occupations and relative salaries;
   2. training requirements for entry into several occupations.

c. On a one-to-one basis, student will be able to express his own choice of occupation. (Using verbal, sign, drawing or mime.)

d. Given an hourly wage schedule or a weekly salary schedule, student will be able to compute gross salary.

e. Given gross salary and deductions, student will be able to compute net salary.

f. When questioned, the student will be able to express his knowledge of the difference between regular pay and overtime pay. (Using speech, sign or drawings.)

g. Given a sample pay stub, student will be able to list all deductions and total.

ACTIVITIES

1. Understands how money is earned and paid.

   a. Have student perform tasks for pay.
      1. newspaper sales
      2. messenger service
      3. washing cars
      4. operating food service, etc.
      Discuss how payments are made - per day, per hour, per week, etc.

   b. Make bulletin board of diversified jobs and discuss wages and salaries for each. Direct attention to jobs related to student ability.

   c. Have samples of checks and demonstrate through visits to the bank, how a check is converted to cash. (Can apply to Goal #7).

2. Take advantage of every work situation to reinforce the concept of how money is earned and paid.

   d. List all deductions made on a check and explain the reason for deductions and the benefits that accrue.

   e. Dramatize the importance of having some positive identification when cashing a check. Give a list of things that are used for identification.
      1. driver's license
      2. credit card
      3. library card

   f. Have student file class receipt for accounting or for the return of an article.

GOAL 3 Student will understand wise shopping.

OBJECTIVES	ACTIVITIES
a. Given a list of 15 common items, student will be able to estimate value of these items within a 50¢ range. (i.e. If item costs $1.25, student can guess from $1.00 to $1.50).	1. Student will understand wise shopping. See list of activities for Food Shopping and Shopping for Clothes.
b. Given small list of 3-4 items, student will be able to estimate how much money to take to purchase these items, (rounded off to nearest dollar).	a. Show, by mathematical calculation, how much money is saved by making cash purchases than using credit. Discuss advantages and disadvantages of cash and credit buying.
c. When given a specific shopping errand, student will take appropriate amount of money to store.	b. Make actual purchase via "lay-away" of item for teacher or student. Have student make payments on specified dates and check balance each time.
d. Give a short list of approximately 5 items student will be able to buy designated items and return with correct change.	
e. Given specific objective (i.e. buy necessary items for complete meal - or complete toilette, etc.), student will be able to plan shopping in order to complete the objective.	
f. Given a list of different names and prices for the same products, the student will be able to compare prices and pick the best buy	
g. When presented with a newspaper, student will be able to find at least two places with advertised sales.	
h. In small group discussion and in real purchasing situation, student will apply his knowledge of the basic principles of purchasing. 1. price 2. quality 3. desirability/necessity by expressing a reasonably good choice based on all the above.	

GOAL 4 Student will understand basic concepts of saving money.

OBJECTIVES

a. When questioned student will be able to express at least 3 reasons why it is important to save money, (using speech or sign).

b. After demonstration of how to open a savings account, student will open savings account in his neighborhood bank appropriately.

c. By making at least 6 deposits and withdrawals, student will deomonstrate that he can keep active a savings account.

d. By purchasing a high cost item, the student will demonstrate that he can spontaneously use his savings account to accumulate funds for long term purchases.

e. When questioned, student will be able to give explanation of what "interest" is, either by speech or sign.

f. When presented with list of different types of banks and their respective interest rates, student will be able to choose most lucrative rate according to his/her assets and needs.

g. Given student's own savings and interest rate, student will be able to estimate own interest earnings with 100% accuracy.

h. Student will demonstrate ability to save money from at least two separate weeks in order to purchase an "expensive" item.

ACTIVITIES

1. See Goal #7 for other activities.

   a. Visit car company, furniture store and solicit help of salesman to demonstrate purchase of high cost items.

   b. Have student choose one such item and through use of his savings account, make consistent deposits to accumulate cash needed for transaction.

   c. Check savings after each deposit to observe amount and regularity of interest rates.

GOAL 5 Student will know checking procedures.

OBJECTIVES	ACTIVITIES
a. After a demonstration on how to open a checking account, student will open a checking account in his neighborhood bank appropriately.	1. Student will know banking procedures.
b. By actually making at least 6 deposits and withdrawals, student will demonstrate that he can keep an active checking account.	a. Have student open a savings account. Accompany him to the bank and have his follow procedures. Practice writing deposit slips and do his own weekly banking until he can be unsupervised.
c. By using a sample check recording book, student will keep track of checks written and deposits made.	b. Visit the bank and post office to learn procedure of purchasing money orders and cost of buying them.
d. After teacher explanation, student will express his understanding of what "bouncing" a check means and the penalties (using speech and/or sign).	c. Practice writing checks for imaginary expenditures. Observe procedures for endorsing and cashing checks. Discuss consequences of writing checks on insufficient funds.
	d. Meet bank officials to learn about loans and other resources in a bank.
	e. Practice filling out different bank forms. 1. loan forms; 2. credit card forms, etc.

GOAL 6 Student will develop good budgeting skills.

OBJECTIVES

a. In group discussion about budgeting, student will express an awareness of the following attitudes necessary for good budgeting:
   1. understanding that student cannot spend more than he earns;
   2. understanding that he must first budget for his needs and necessities then allow for the extras.

b. After demonstration of simple receipts and expenditures, student will keep similar written record of his own receipts and expenditures for at least 3 weeks.

c. Given student's own record of 3 weeks receipts and expenditures, student will construct a weekly budget including regular expenses and savings.

d. Given a hypothetical situation requiring budgeting of monies for food, rent, utilities, entertainment, transportation and clothing, student will construct hypothetical budget for single person for 1 month.

ACTIVITIES

1. Understands development of budgeting skills.

   a. Help each student to plan a budget based on a given income. Make individual charts to record expenses.

FIXED EXPENSES

Savings	Rent	Food	Gas	Electricity	Insurance

FLEXIBLE EXPENSES

Clothes	Entertainment	Etc.

   Start with weekly allowance and budget on a daily basis.

   b. Make a display of utility bills and discuss payments, locations for payments and consequences of delayed or non-payments.

   c. Obtain parent's permission to help student with his budget plans when on a part-time or full-time paid job. (Can apply to Goal #4).

   d. Obtain parent's permission to have student pay the utilities bills, e.g.
      1. buy money order or,
      2. write check but have parents sign it,
      3. pay direct to bank or company.

   e. List seasonal clothes and compute cost. e.g. How much does it cost for winter clothes, boots, coat, etc. Discuss quality and care to last for many such seasons.

   f. Do the same for food for self per week, using a daily estimate. Point out savings when food is prepared by self, rather than "eating out".

GOAL 7 Student will understand basic facts pertaining to tax: sales and income.

OBJECTIVES	ACTIVITIES
a. When questioned, student will be able to explain sales tax as an 8% additional charge added to most sales. (Using speech and/or sign).	1. See Shopping for Food and Clothing
b. Given a tax chart listing price and respective tax, student will be able to compute tax on simple purchases.	a. Income tax forms will be done annually with individual students.
c. When making a large purchase ($10 or above) student will be able to utilize his knowledge of sales tax and figure tax into the cost.	
d. After verbal explanation, student will be able to give reasonable explanation of income tax in his own way.	
e. After inspecting a sample pay stub, student will see that income tax is deducted from pay check and will be able to explain this procedure in his own words.	
f. After sample instruction and practice, student will be able to complete parts of income tax form.	

GOAL 8 Student understands basic facts about financing.

OBJECTIVES

a. Student will demonstrate knowledge of delayed payments by buying something and paying it off in installments over 3 months (actual or simulated).

b. Student will demonstrate understanding of charge accounts by opening charge account at area store.

c. Student will demonstrate the knowledge that he must pay interest when buying with credit, by computing the interest he paid on a particular item.

d. Upon questioning, student will be able to express difference between charge buying and lay-away plan.

e. After a discussion on bank loans, student will be able to list at least 3 reasons why he might need a bank loan.

f. After explanation and talk with a loan official at a bank, student will give a reasonable explanation of how to apply for a loan. (Could be a simulated situation).

g. Upon direct questioning, student will indicate he has an understanding that he must pay "interest" on all borrowed monies. (Using speech and/or sign language).

h. In small group discussion, student will indicate that he has a good understanding of the following principles:
   1. That he should not borrow more money than he is able to pay back;
   2. That it is important to make regular payments on time.

ACTIVITIES

1. See Goals #3, #7 and Food Shopping.

   a. Dramatizes situations showing techniques of sales resistance and the consequences of buying on impulse.

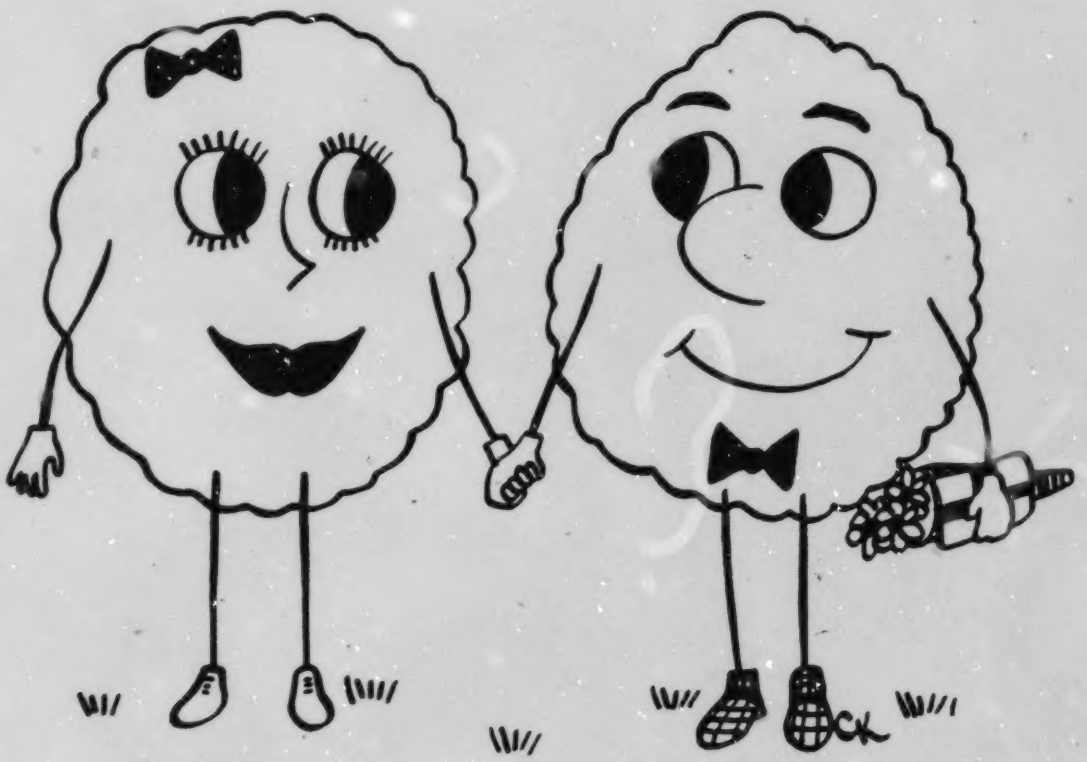
   b. Show difference in rates of interest when money is borrowed from loan companies, banks or individuals. Encourage student to use the most economical.

   c. Obtain brochures from a variety of loan agencies and discuss advantages and disadvantages of borrowing and the consequences of delayed payments and unpaid loans.

GOAL 9 Student will know about insurance.

OBJECTIVES	ACTIVITIES
a. In small group discussion, student will demonstrate knowledge that medical and hospital insurance is available to him through his job.	a. Make display of pictures showing situations and circumstances that are covered by insurance, e.g. 1. fire 2. accident 3. death 4. automobile, etc. 5. medical Have student check with parents, the kind of insurance they carry.
b. In small group discussion, student will successfully discriminate between different types of insurances available to him (i.e. life, car, home).	b. List kinds of insurance student should carry and explore the agencies that sell it. Using brochures, familiarize students with names of reputable insurance companies.

SEX ED



AREA: SEX EDUCATION

GOALS	OBJECTIVES
1. Knowledge of growth and development. (See also: Health Education #1)	3
2. Understanding types of relationships.	3
3. Understanding of sexual attitudes and relationships.	2
4. Knowledge of the mechanics of sex.	2
5. Understanding methods of contraception. (See also: Health Education #9)	3
6. Understanding of masturbation.	2
7. Knowledge of conception, gestations, prenatal care and birth.	5
8. Knowledge of age appropriate sexual behaviors.	2

GOAL 1: Student will have basic knowledge of growth and development. (See also: Health Ed #1)

OBJECTIVES	ACTIVITIES
a. When given verbal or pictorial cue, student will list 6 changes that occur in men and women during puberty.	1. Plant seeds and discuss growth.
b. In small group situation, student will intelligently discuss his/her attitudes about sexuality.	2. Follow cycle with fish/gerbils
c. When asked to label a group of people either male or female, student will accurately select the sex that applies to each.	3. Use books and films on the subject.
	4. Question/answer sessions or panel discussions on the subject.

GOAL 2: Student will understand different types of relationships.

OBJECTIVES	ACTIVITIES
a. When shown pictures of family member, student will label father, mother, siblings, grandparents, aunts, uncles and cousins.	1. Family tree, take photographs and label relationship.
b. Student will understand the meaning of friendship by having at least one close friend.	2. "Coffee clotch" organized or have social events, dances, etc. planned.
c. When asked by teacher in an informal situation, student will list 5 characteristics of sexual relationships as opposed to platonic.	3. Film, discussion of characteristics of friend vs. girl/boy friendship.

GOAL 3: Student will have a basic understanding of sexual relationships and attitudes.

OBJECTIVES	ACTIVITIES
a. In a small group, when presented with a problem solving situation, the student will intelligently discuss attitudes about the following areas: 1) dating 2) necking, petting 3) intercourse 4) oral sex 5) marriage/cohabitation 6) homosexuality	1. Films 2. Questions the students bring up used for a group session. 3. Role playing various situations. 4. Discussion of interracial, inter-religious dating. 5. Discussion of going steady or spending alot of time with 1 special person. 6. Polling students on different issues.
b. When presented with the following terms (either verbal/T/C/mimed, etc.), student will be able to explain their meaning: 1) girl friend/boy friend 2) fiance 3) "gay" vs. "straight" 4) hooker	

GOAL 4: Student will have knowledge of mechanics of sex.

OBJECTIVES	ACTIVITIES
a. Student can list 5 things to do on a date.	1. List different activities and places to go on dates and discuss.
b. Upon verbal or pictorial cue, student will give accurate description of the following:	2. Demonstrations, films, pictures.
1) necking, petting	3. Books with good photographs.
2) intercourse (erection, etc.)	4. Pantomine and gesturing.
3) oral sex	

GOAL 5: Student will understand different methods of contraception. (See also: Health Ed #9)

OBJECTIVES	ACTIVITIES
a. Student can list 3 methods of contraception.	1. Use birth control kit as introduced by Planned Parenthood and explain different methods and demonstrate how used.
b. In small group, student can intelligently discuss contraception (attitudes and methods).	2. Research medical history with parents.
c. In a one-to-one situation, student can explain own choice of contraception based on knowledge of medical history and health.	3. Discussion of pros and cons of each method as it relates to individual.

GOAL 6: Student will understand mechanics and attitudes of masturbation.

OBJECTIVES	ACTIVITIES
a. In small group situation, student will intelligently discuss attitudes toward masturbation.	1. Pantomine and discussion with pictures.
b. In small group situation, students will discuss various types of masturbation.	2. Discussion regarding appropriate places, or needs.

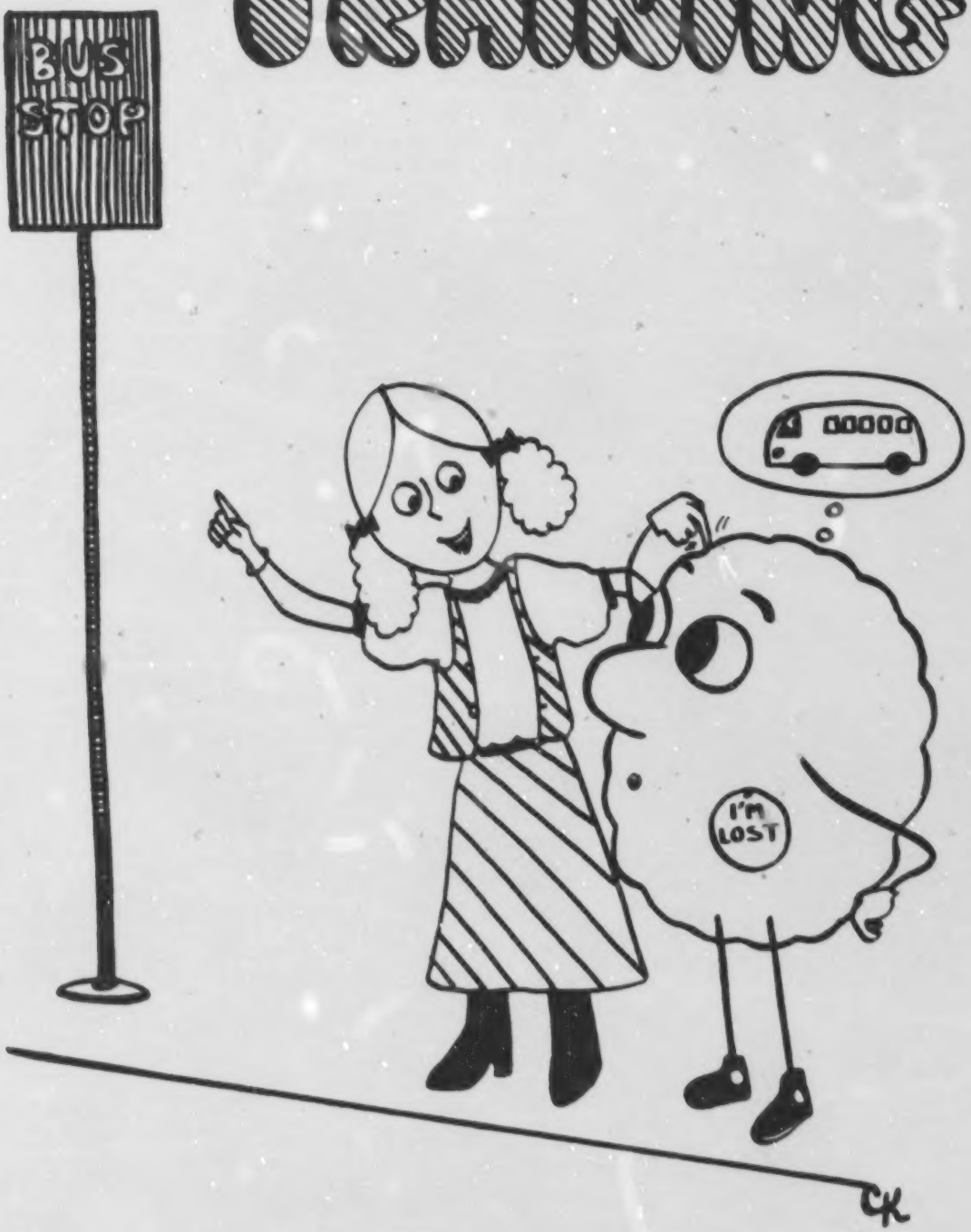
GOAL 7: Student will have a basic knowledge of conception, gestation, pre-natal care and birth.

OBJECTIVES	ACTIVITIES
a. Student can describe simple process of conception. (egg & sperm equal zygote)	1. Films, picutres and diagrams
b. Student can give at least 3 step description of fetal development and changes during pregnancy.	2. Discussion on genetics discussing family history, deafness, etc.
c. Student can list 5 do's and don'ts of pre-natal care.	3. Use of plastic models
d. When asked by teacher, student can give accurate description of birth process.	4. Trip to the Hall of Natural History Museum (display on man).
e. In small group, student can intelligently discuss attitudes toward pregnancy and unwanted pregnancy.	5. Pregnant woman selected to observe.
	6. Trip to a hospital nursery with discussion afterwards.
	7. Discuss alternatives to unwanted pregnancies (abortion, adoption). Obtain pamphlets from different agencies on where to go for help, etc.

GOAL 8: Student will have a basic knowledge of age appropriate sexual behaviors.

OBJECTIVES	ACTIVITIES
a. When asked, student will communicate whether a given behavior is publicly or privately acceptable (e.g. pinching, fondling, smacking, etc.).	1. Go through magazines and cut out pictures (usually advertisements) usually alluding to sexual behaviors (e.g. cocktail parties on the beach, etc.). Discuss them.
b) In public, student will exhibit only "socially acceptable" sexual behaviors.	2. Role play various incidents with students (e.g. on the subway staring, passing someone in the hall, etc.).

TRAVEL TRAINING



AREA: TRAVEL TRAINING

GOALS	OBJECTIVES
1. Knowledge of various types of transportation systems.	3
2. Understanding of basic directions.	4
3. Understanding of basic street skills.	4
4. Understanding of transportation behavior.	8
5. Understanding of how to use the bus.	11
6. Understanding of how to use the subway.	7
7. Familiarity with the layout of the school.	5
8. Familiarity with the layout of the community around the school.	3
9. Familiarity with the layout of the "home" community.	4
10. Familiarity with drivers education. (See: school drivers ed course)	-

GOAL 1: Student will possess knowledge of various types of transportation in the community.

OBJECTIVES

a. When presented with a picture of various types of transportation modes, student will be able to identify it with the correct label 100% of the time.

b. When a mode of tranportation is pointed out to a student on the street, student will accurately identify the vehicle.

c. Using a map, the student will identify the particular means of transportation they need by its number, letter and/or color.

ACTIVITIES

1. Have the students take a walk around the community and pick out different ways people travel.

2. Back in the classroom, have the student draw pictures of the different ways people travel.

3. Give the students a camera and have them go out and take pictures of various types of transpcrtation.

4. Play a game with the students having them match the pictures with the name of the transportation.

GOAL 2: The student will have the basic understanding of directions.

OBJECTIVES	ACTIVITIES
a. The student will be able to point accurately to a given verbal/written location on a map of Manhattan.	1. Map work in the classroom.
b. The student will be able to discriminate between the following: 1) North-South; East-West 2) Uptown-Downtown	2. Treasure Hunt games.
c. The student will be able to follow simple verbal/written directions when instructed to do so.	3. Directional games in the community: 1)Go to 75th street - make right and walk 2 blocks;
d. The student will be able to identify where he/she is on a school map;	

GOAL 3: Student will acquire basic street skills.

OBJECTIVES	ACTIVITIES
a. When presented with the following (either verbal or written) student will be able to explain the following: 1) Danger - Keep Out - Emergency 2) Stop - Push - Pull - Exit - Enter 3) Shuttle - Local - Express 4) Walk - Don't Walk 5) On - Off - Up - Down 6) No Smoking	1. Take a camera and have one of the students go around the community taking pictures of various signs, lights, cross walks, etc. Use the pictures in a game-like format having students guess where they were taken.
b. When presented with the following words, student will be able to explain their use: 1) traffic light 2) stop sign 3) cross walk 4) push to cross	2. Make a checklist with students of all the important street information and then take a community walk to see how many can be found around school or home.
c. Student will be able to use street signs and names to locate places.	
d. Student will be able to demonstrate how to cross a street appropriately all the time.	

GOAL 4: Student will demonstrate an understanding of transportation behavior.

OBJECTIVES	ACTIVITIES
a. When presented with a picture, student will be able to identify the jobs of the following people: 1) policeman 2) Transit Authority person	1. Role play various types of transportation behavior with a group (e.g. parking, holding doors, people who act strange, etc.). Discuss how to act and not act in those situations.
b. Student will be able to recognize the following danger signals and what to do: 1) smoke 2) sirens and emergency vehicles 3) fights 4) drunks	2. Arrange with the Transit Authority to take a tour of the subway including motormen, transit police, etc. Take slides and use for later discussion.
c. Student will be able to explain the rules for public transportation when asked, e.g. no smoking, fighting, etc.	
d. Student will demonstrate who or where to ask for help when asked by teacher.	
e. Student will have an awareness of self in regard to others.	
f. Student will demonstrate an awareness of consideration and courteousness in regard to others when traveling.	
g. Student will demonstrate an understanding of time needed to travel (e.g. delays, rush hour, etc.)	
h. Student will communicate an understanding of the dangers of hitchhiking.	

GOAL 5: The students will have an understanding of how to use the bus.

OBJECTIVES

OVERALL OBJECTIVE: The student will be able to travel on a bus.

a. The student will be able to tell time.

b. When presented with a bus schedule, student will be able to identify his/her bus by its number.

c. When presented with a bus schedule, student can tell what time his/her buss will come.

d. When the words arrival and departure are presented, student will communicate their meaning.

e. The student can independently identify where to wait for the desired bus.

f. The student can independently identify where to get off the bus.

g. The student demonstrates appropriate use of the exit doors on the bus all the time.

h. The student knows how to use the bell system on the bus appropriately.

i. When asked, student will explain the use of the following:
   1) ½ fare after 6 p.m. on Saturday
   2) ½ fare cards
   3) Shoppers special tickets
   4) Transfers (add a ride)

j. When asked, student will explain how to use his/her ID card in case of an emergency.

k. Student can independently determine how to get frome one place to another using the bus system.

l. Student can get from any given location to another through independent use of the bus system.

ACTIVITIES

1. Have the students walk to their bus stop and take a picture of the front of the bus. Show them that their bus has a number on it, e.g. Q47.

2. Display an oversized bus schedule in the room. Have students find their bus by its number.

3. Walk with the student to the bus stop. Once you are at the stop, have the student look around. Pick out things that you/he see, i.e. mail box, bus stop, etc.

4. Get on the bus with a student and have student sit near window. Tell him/her what tings to look for and alert him to the correct stop, i.e. buildings, etc. Explain how to pull the cord. Act it out in the classroom.

5. Set up mock token booth in class. Practice using it with all types of fares, e.g. ½ fare, Sat. night fares, etc.

GOAL 6: The student will have an understanding of how to use the subway.

OBJECTIVES

OVERALL OBJECTIVE: The student will be able to travel on the subway.

a. The student, when shown a subway map, will be able to identify his/her proper train.

b. When presented with the major subway lines, student will be able to pick them out on a map and trace their route:
   1) I.R.T.
   2) B.M.T.
   3) I.N.D.

c. Student will be able to identify where to get off at a station.

d. Student will be able to demonstrate ability to buy tokens: regular and special.

e. The student will demonstrate an understanding of the following:
   1) purpose and meaning of yellow line
   2) subway delays
   3) mechanical problems (e.g. lites off;)
   4) crowds (See: Pre-work Attitudes)
   5) express and local trains

f. Student can independently plan and carry out a subway trip between two locations.

g. Student can independently plan and carry out a joint subway/bus trip.

ACTIVITIES

1. Visit a subway station. Look for the name of the station on the platform and notice where it is located. Have a subway map along and point out exact location to the students.

2. Work with a large subway map in the classroom. Show the students that different trains go to different places. Have students list the name of the trains and their corresponding colors, e.g. F is purple.

3. Practice how to count the stops on the train in the classroom. Then take a subway ride with various destinations. Practice counting where to get off.

GOAL 7: The students will be familiar with the layout of their school.

OBJECTIVES	ACTIVITIES
a. When given instructions to go to a floor, student will be able to do so, e.g. "Go to the 2nd floor in the Resident's wing.".	1. Construct a school map with the students in class. Include room numbers, floors, etc.
b. When asked to do so, student will be able to label the school floors appropriately, e.g. lobby, main floor, etc.	2. Do up sample errands for students to run. Contract with other members in the school for an errand service within and outside the school.
c. When asked to lpcate a specific toom, student will be able to do so.	
d. Student will be able to independently deliver a message to 3 different destinations in the school and return to home base.	
e. The student will be able to independently deliver a message to any destination in the school and return to home base.	

GOAL 8: The student will be familiar with the layout of the community around the school.

OBJECTIVES	ACTIVITIES
a. When asked, student will be able to point where he/she lives on a map.	1. Have the students draw a map of the immediate community listing the streets and stores, etc.
b. When instructed to go to a particular store shown on a map, student will be able to find it.	2. Have the students show where he/she is on a map located in the classroom.
c. Student will be able to deliver message within the immediate community and return to home base.	3. Set up the delivery of a letter to a particular store in the area. Call the store ahead of time to let them know to expect the delivery.

OBJECTIVE 9: The students will be familiar with the layout of their home community.

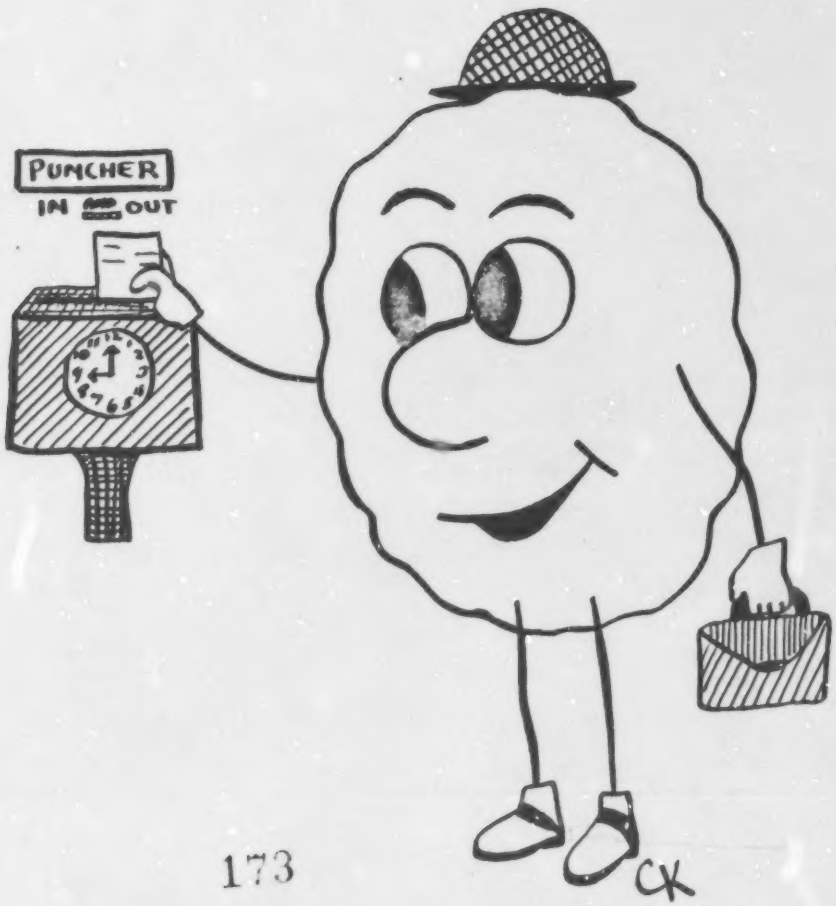
OBJECTIVES	ACTIVITIES
a. Student will be able to point to where he/she lives on a home community map.	1. Parents can walk around their community with the student to familiarize them with the bus stop and shops, etc.
b. The student will be able to independently locate the following in his/her neighborhood: 1)The Post Office 2)The cleaners 3)The supermarket (grocery) 4)The drugstore	2. Have parents draw a map of the neighborhood community.
c. The student will be able to walk independently to one of the above stores when asked.	
d. The student will be able to independently find and return from one of the above stores when asked to do so.	

GOAL 10: Student will be familiar with driver education.

OBJECTIVES

a. Follow objectives of driver education course.

PAGWAK ATT/BEHAVIOR



SKILLS

WORK RELATED CURRICULUM

For approximately five years, the SILC program has been helping students to prepare for an independent adult life. This has been accomplished through a multi-faceted approach to career education in its broadest sense. That is, rather than teach them about cooking, they do cooking; rather than learn about transportation, they travel; and rather than learning about work, they work. It was apparent even in the early days of theSILC program, that any approach to independent living which did not include work related areas was incomplete. Thus, the Work Curriculum of SILC is ultimately the major focus for all students.

If you ask most adults how many jobs they have had before their present one, including part-time, you would find that the number would be somewhere around five. Remind them to include baby sitting, lawn mowing and helping around the house, and the number climbs even higher. The majority of students in the SILC program have not, and would not have the opportunity to wear these different hats without assistance. They enter the program almost completely naive about work, jobs, employers, money, etc. Therefore, a systematic approach to career development is needed to help integrate them into the "world of work"...an approach that not only provides them with a possible skill, but fillsin the experiences thay have never had in seeing themselves as contributing individuals.

In order to accomplish this work integration, the SILC program has established a hierarchy of work experiences. These range from volunteer jobs in the school through full-time paid imployment in private/public industry. There are five levels in all, with an opportunity to utilize the services of our Office of Vocational Rehabilitation (OVR) following Level 2. The levels are defined as follows:

1. Volunteer jobs in Lexington.
   This is designed to get the student used to leaving the classroom and functioning with minimal supervision. Many of the independent living skills, such as money management or cooking, are incorporated into these jobs. For example, some students make and sell coffee and sandwiches to other teachers.

2. Volunteer jobs outside Lexington.
   The purpose here is to provide the student with a wide range of experiences so they can get used to traveling to a job and working with many different people. Jobs in this level include working at the local hospital or botanical gardens, as well as other non-profit agencies.

3. Non-competitive paid part-time.
   Students are placed in jobs similar or identical to those on Level 2, but are paid for their work. In this way, in addition to receiving more experiences, they learn about the many salary related concepts and the greater responsibility incurred.

4. Competitive paid part-time.
   Unlike jobs at the first three levels in which the student is placed in non-profit agencies and if paid, is paid through C.E.T.A. or related funds, here the student must compete with hearing employees for a regular part-time job. This provides a host of experience and demands which prepare the student for full-time employment.

5. Competitive paid full-time.

Students are assisted in finding full-time paid positions while still in school. This is not designed as a placement service, but rather as an opportunity for the student to start making the break from the protected school environment out into the "real" world. This is difficult enough for any person, and much more difficult for those with additional problems. Counseling and support is provided to aid the student in making the adjustment to being away from school and other deaf peers. Assistance is needed in handling the isolation and responsibilities which result.

Generally, students enter the program at Level One or Two. They may hold one volunteer job, or ten, depending upon their needs and level of functioning. They remain at a given level just long enough to develop the appropriate skills, knowledge and attitudes - to enter and benefit from the next level of job. As stated previously, once a student passes the volunteer levels (1-2), the training and evaluation services of OVR can enter the picture as well. With or without OVR, the five levels are seen as a systematic approach to providing students with necessary experiences for more independent living.

Up until very recently, the SILC work component was defined solely in terms of the above levels. It was initially impossible to determine more specifically the goals and behaviors for each of those levels, yet it was realized that differences existed. It is still difficult to distinguish those differences, but based on the experiences of the past 5 years and hundreds of hours spent with employers and observing student employees, it has become possible to set down some areas of primary concern. These areas have been identified as:

1. Adaptive behaviors
2. Independent work skills
3. Job finding skills
4. Personal welfare
5. Responsible behaviors
6. Work ethics
7. Work related social skills

Using the above categories, goals or expectations for the students have been identified for each. The intent of this listing is not meant to be all inclusive of skills needed by students, but rather a framework for teachers to utilize in developing objectives and educational plans for each student. That is, while you might be concerned with the area of adaptive behavior throughout the students entire time in the program, the goals would be different at each of the levels of work experience. The Work Skills Curriculum lists the goals for each of the above areas and then further sub-divides them according to the work level under which it more appropriately applies. A student is then evaluated in terms of these goals at each level.

The Work Curriculum is only in the beginning stages of formal development. It is hoped, that by the time the SILC student has passed Level 5, he/she will be prepared to begin or continue specific skill training or an entry level job. The work curriculum is seen as pre-vocational in nature. Just as with the independent living section, it sets the stage, so that when the SILC student graduates, the world of work is not a new, but a very familiar and comfortable place in which to live.

AREA: ADAPTIVE BEHAVIOR

GOALS

1. Student will be able to demonstrate appropriate behavior when presented with new or unwanted situation
2. Student will be able to accept change of task
3. Student will be able to work within given time limit
4. Student will be able to work up to given quota
5. Student will be able to maintain on task behavior
6. Student will be able to control or direct possible disruptive behavior with such things as waiting on line, taking turns...
7. Student will be able to work in a group if necessary
8. Student will be able to transfer previously learned skills to new task
9. Student will continue level of productivity with change in routine
10. Student will carry academic skills into work setting
11. Student will be able to accept failure situations
12. Student will be able to continue work while being observed
13. Student will accept rules and regulations even if he or she does not agree with them
14. Student will be able to perform task under stressful, unexpected or risk taking situations
15. Student will be willing to perform "unlikeable" task
16. Student will be willing to make compromises to get his final goal
17. Student will be willing to try new task if requested

AREA: INDEPENDENT WORK SKILLS

GOALS

1. Student will be self initiating with his work and
2. Student will be able to keep occupied when work is completed
3. Student will be able to take initiative in doing more than required
4. Student will understand travel instructions within work place
5. Student will be able to initiate contact with supervisor appropriately
6. Student will be able to work continuously with minimum supervision.
7. Student will be able to rectify mistakes
8. Student will be able to follow instructions: written, verbal, demonstration
9. Student will have stamina for full work day: physical,behavioral
10. Student will be able to retain instructions
11. Student will be able to conceptualize task involving series of steps
12. Student will demonstrate acceptable frustration tolerance
13. Student will be able to concentrate (free from distractibility
14. Student will be able to seek help if confused
15. Student will not be easily influenced
16. Student will improve quality of performance with experience
17. Student will be able to keep up pace with other employees if necessary
18.

AREA: JOB FINDING SKILLS

GOALS

1. Student will be able to fill out application
2. Student will be able to have appropriate responses and questions in interview
3. Student will be able to act appropriately in interview
4. Student will have understanding of "ups and downs" of job hunting
5. Student will have knowledge of where to look for job availabilities
6. Student will be aware of different types of jobs available
7. Student will be able to cope with employment changes as a way of life
8. Student will be able to accept refusal - turn down
9. Student will be able to share responsibility of job finding skills
10. Student will be able to determine one's vocational likes and dislikes
11. Student will have understanding of appropriate steps to finding a job

AREA: PERSONAL WELFARE

GOALS

1. Student will demonstrate appropriate behavior associated with:
   strangers
   inquries
   crowds
2. Student will be able to understand and check salary
3. Student will be able to question employer appropriately concerning salary issues
4. Student will understand responsibility of lending and borrowing money
5. Student will understand union and company benefits
6. Student will be able to handle peer disturbances or friend visits appropriately
7. Student will be able to self defend against authority who takes advantage of time and money
8. Student will understand difference between overtime pay and regular pay

AREA: RESPONSIBLE BEHAVIORS

GOALS

1. Student will be on time at beginning of work and after breaks
2. Student will be able to follow company and safety rules and regulations
3. Student will call or get in touch with employer early on day of absence
4. Student will understand absent days or lateness reflected in pay
5. Student will be able to budget earnings wisely - ie) enough $ for travel to and from work
6. Student will understand principle of not stealing time or recognizes consequences
7. Student will handle property and equipment carefully
8. Student will organize work materials
9. Student will take responsibility for own action
10. Student will have "regular" attendance

AREA: WORK ETHICS

GOALS

1. Student will understand the need for work/job
2. Student will have an understanding of how much work one must perform to earn a certain salary
3. Student will understand concept of $/hr..
4. Student will have a sense of self pride in working with hearing or hearing impaired employees
5. Student will have a desire to get and hold a job
6. Student will have proper attitude toward work considering his deafness - (accept his limitations)
7. Student will demonstrate willingness to "produce" his own work
8. Student will have realistic picture of demands of work setting
9. Student will be able to work full work day without other deaf persons or teacher present
10. Student will be concerned about quality of work
11. Student will be able to make transition from school to work
12. Student will accept and understand employer authority
13. Student will understand that work is priotity over social functions
14. Student will accept and understand employer - employee relations
15. Student will be confident in his work performance

AREA: WORK RELATED SOCIAL SKILLS

GOALS

1. Student will have appropriate grooming and hygiene for work setting
2. Student will be able to communicate appropriately with supervisor
3. Student will interact cooperatively with co-workers in work setting
4. Student will interact cooperatively with authority in work setting
5. Student will interact appropriately with authority in other areas
6. Student will respond appropriately to praise given by authority
7. Student will respond appropriately to criticism given by authority
8. Student will be able to offer a differing opinion and accept the consequences
9. Student will demonstrate appropriate employer - employee relations
10. Student will show appropriate "on the job" attitude
11. Student will maintain even disposition and temper

WORK SKILLS CURRICULUM

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
I. ADAPTIVE BEHAVIOR			
Level 1			
1. Demonstrates appropriate behavior in new or unwanted situation.			
Level 2			
2. Able to control or direct possible disruptive behavior.			
3. Able to work in a group if necessary.			
4. Able to accept failure situations.			
5. Able to continue work while being observed.			
6. Will accept rules and regulations.			
7. Able to perform task under stressful situations.			
8. Will be willing to perform "unlikeable" task.			
Level 3			
9. Able to maintain on task behavior.			
10. Able to transfer previously learned skills to new task.			
11. Will carry academic skills into work setting.			
12. Will be willing to make compromises to get his final goal.			
13. Will be willing to try new task if requested.			
Level 4			
14. Able to accept change of task.			
15. Able to work within given time limit.			
16. Able to work up to given quota.			
17. Will continue level of productivity with change in routine.			
II. INDEPENDENT WORK SKILLS			
Level 1			
1. Understand travel instructions within work place.			
Level 2			
2. Able to conceptualize task involving series of steps.			
3. Demonstrates acceptable frustration tolerance.			

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
Level 3			
4. Self initiating with his work.			
5. Able to work continuously with minimum supervision.			
6. Able to retain instructions.			
7. Not easily influenced.			
Level 4			
8. Able to keep occupied when work is completed.			
9. Able to take initiative in doing more than required.			
10. Able to initiate contact with supervisor appropriately.			
11. Able to follow instructions: written, verbal, demonstration.			
12. Able to concentrate (free from distractibility).			
13. Able to seek help if confused.			
14. Improves quality of performance with experience.			
15. Able to keep up pace with other employees if necessary.			
Level 5			
16. Able to rectify mistakes.			
17. Has stamina for full work day: physical, behavioral.			
III. JOB FINDING SKILLS			
Level 3			
1. Understands "ups and downs" of job hunting.			
Level 4			
2. Able to have appropriate responses and questions in interview.			
3. Able to act appropriately in interview.			
Level 5			
4. Able to fill out applications.			
5. Have knowledge of where to look for job availabilities.			
6. Be aware of different types of jobs available.			
7. Be able to cope with employment changes as a way of life.			

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
8. Be able to accept refusal - turn down.			
9. Be able to share responsibility of job finding skills.			
10. Be able to determine one's vocational likes and dislikes.			
11. Understands appropriate steps to finding a job.			
IV. PERSONAL WELFARE			
Level 2			
1. Demonstrates appropriate behavior assiciated with strangers, inquiries and crowds.			
Level 3			
2. Understands responsibility of lending and borrowing money.			
3. Able to handle peer disturbances or friends visits.			
Level 4			
4. Able to understand and check salary.			
5. Able to self-defend against authority who takes advantage of time and money.			
Level 5			
6. Able to question employer concerning salary.			
7. Understands union and company benefits.			
8. Understands difference between overtime pay and regular.			
V. RESPONSIBLE BEHAVIORS			
Level 2			
1. Able to follow company and safety rules and regulations.			
2. Handles property and equipment carefully.			
Level 3			
3. On time at beginning of work and after breaks.			
4. Calls or gets in touch with employer early on day of absence.			
5. Understands absent days or lateness reflected in pay.			
6. Understands principle of not stealing time.			
7. Organizes work materials.			

NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
8. Takes responsibility for own action.			
9. Has "regular" attendance.			
Level 4			
10. Able to budget earnings wisely - ie enough $ for travel.			
VI. WORK ETHICS			
Level 3			
1. Understands the need for work/job.			
2. Understands how much work one must perform to earn salary			
3. Understands concept of $/hr.			
4. Has a sense of self-pride in working.			
5. Has a desire to get and hold a job.			
6. Has proper attitude toward work considering his deafness.			
7. Accepts and understands employer authority.			
Level 4			
8. Willingness to "produce" his own work.			
9. Has realistic picture of demands of work setting.			
10. Concerned about quality of work.			
11. Able to make transition from school to work.			
12. Understands that work is priority over social functions.			
13. Accepts and understands employer/employee relations.			
14. Has a confidence in his work performance.			
Level 5			
15. Able to work full work day.			
VII. WORK RELATED SOCIAL SKILLS			
Level 2			
1. Has appropriate grooming and hygiene for work setting.			

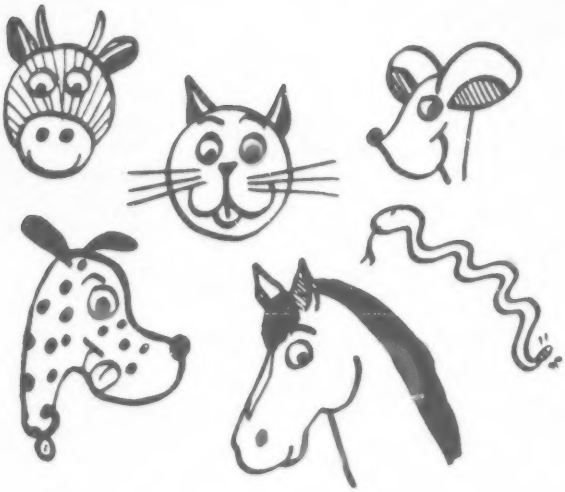
WORK SKILLS CURRICULUM

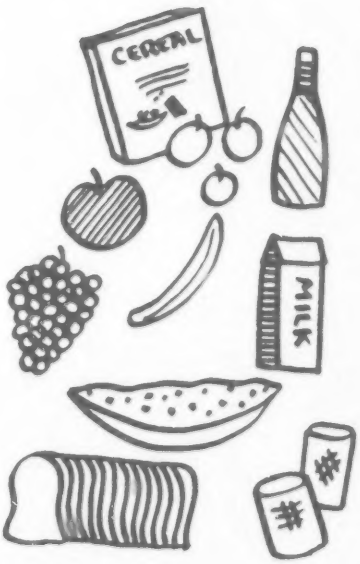
NAME _____

SCHOOL YEAR _____

	CURRENT	FALL	SPRING
Level 3			
2. Able to communicate appropriately with supervisor.			
3. Interacts cooperatively with co-workers in work setting.			
4. Interacts cooperatively with authority in work setting.			
5. Responds appropriately to praise given by authority.			
6. Responds appropriately to criticism given by authority.			
7. Shows appropriate "on the job" attitude.			
8. Maintains even disposition and temper.			
Level 4			
9. Interacts appropriately with authority in other areas.			
10. Able to offer opinions and accept consequences.			
11. Demonstrates appropriate employer/employee relations.			

LANGUAGE





AREA: Shopping for Clothes

FUNCTIONAL LANGUAGE

Receptive (Understood)		Expressive (Oral/Manual/Gesture
price tag	size	price/cost
cost	height	all pieces of clothing
change	weight	receipt
tax	rack	Answer the question of size in terms of: shoes and other clothing
shirt	shelf	
blouse	lingerie	"Try On"
skirt	shoe department	women's/teens/men's department
slacks/pants/jeans		
bras	teen department	
panties	women's department	
shorts	sales	
socks	discount	
stockings	refund	
shoes	exchange	
sneakers	alteration	
slippers	"try on"	
sweater	checkered	
jacket	plaid	
coat	striped	
gloves	polka-dot	
hat	detergent	
scarf	machine washable	
water proof	washing machine	
receipt	dryer	
	hand wash	

FUNCTIONAL LANGUAGE

Receptive (Understood)	Expressive (Oral/Manual/Gesture
As many names as possible on Cooking Equipment list	hot
cook	serve	ready/finished
mix	stove/oven	As many cooking utensils as possible. See: Cooking Equipment list
stir	refrigerator	oven/stove
boil	baking degrees: 350° 275°, 400°	refrigerator
wash		foods used
defrost	bake	
"clean-up		
"set the table"		
fry		
stir		
freeze		
"throw away"		
garbage		
"fix the timer/set the timer"		
various foods used for cooking: e.g. tuna, onions, salt, pepper, egg, etc.		
measurements: cup, teaspoon, 1/2 cup, tablespoon		

Cooking Equipment List

Appliances

- oven
- top burner stove
- hot plate
- electric frypan
- refrigerator
- sink
- toaster oven
- electric mixer
- large mixing bowls
- small mixing bowls
- grater
- colander
- measuring spoons
- measuring cups
- wooden spoons (for mixing)
- vegetable scrapers
- paring knives
- can opener
- cutting board

Tableware

- variety of pots - 1qt., 4qt., 6qt.
- timer
- cutting board
- spatula
- fry pan - 8", 9", or 10"
- 2" - 8" layer cake pans
- bread loaf pan
- 9" square baking pan
- round ring pan
- 2 cookie sheets
- 9" pie pan
- muffin tins
- 10"x13" baking pan
- 2 quart casserole (glass or metal)with lid
- pot holders
- baking racks

- plates - dinner, salad, saucer
- cups, glasses, knives forks, spoons,
- paper place mats, tablecloth, napkins

Clean up Supplies

- paper towels
- sponges
- dish detergent
- plastic bags
- waxed paper
- plastic wrap
- aluminum foil
- scouring powder
- ammonia or other household cleaner
- floor mop, brush, dust pan

FUNCTIONAL LANGUAGE

Receptive (Understood)	Expressive (Oral/Manual/Gesture)
supermarket	Names of food, dairy products
cashier	change
check-out	"thank you"
aisle	various measurements: 1/4 lb., 1/2 lb., 1 lb.
"special"	
shopping center	
shopping cart	
dairy	
meat - chopped, ground, rib	
frozen foods	
coupon	
change	
grocery	
store	
Words commonly associated with the purchase of food:	
a bag of	
a can of	
a jar of etc.	
Various names of foods, canned goods:	
deli	
bakery	
"day old"	
Various measurements: 1/4 lb., 1 lb., 1/2 lb.	

FUNCTIONAL LANGUAGE

Receptive (Understood)			Expressive (Oral/Manual/Gesture
head	drinks	V.D.	all body parts
body	junk	battery	food
eye	breakfast	hearing aid	drink
nose	lunch	danger	sick
ear	dinner	poison	die
teeth	sick	emergency	"combing hair"
mouth	die	happy	"brushing teeth"
hair	comb	sad	wash
legs	brush	angry	doctor
arms	toothbrush	deaf	nurse
hands	toothpaste		hospital
feet	soap	dentist	battery
fingers	wash		hearing aid
toes	shampoo		danger
back	deodorant		help
chest	doctor		happy
penis	nurse		sad
vagina	hospital		deaf
behind/ass	medicaid		
meat	SSI		
vegetables	pills		
fruit	wine		
dairy	pot		
bread	shooting up		

AREA: Money Management

FUNCTIONAL LANGUAGE

Receptive (Understood)		Expressive (Oral/Manual/Gesture
benefits	income	bank
borrow	income tax	buy
"bounced check"	installment	cash
budget	insurance	cents
carrying charges	interest	change
charge account	invest (ment)	check
checking account	job (occupation	dime
clothing money	lay away	dollar
coins	loan	money
contract	medical bills	money order
cost	medical insurance	nickel
credit	net income	penny
deductions	overtime	price
deposit	paper money	quarter
discount	plan	sale
earn	purchase	sell
entertainment	receipt	shop
expenditure	salary	spend
expenses	sales tax	store
food money	savings account	
funds	training	
gross income	wage	
hospital bill	withdrawal	
hospital insurance		

AREA: Sex Education

FUNCTIONAL LANGUAGE

Receptive (Understood)		Expressive (Oral/Manual/Gesture
grow	rubber	tampons
period	condom	sanitary napkins
breast	pill	rubbers
vagina	diaphragm	period
penis	IUD	pregnant
friend	birth control	grow
"special"	masturbate	love
pregnant	sperm	friend
baby	egg	like
born	abortion	baby
relatives - E.G. brother, aunt, etc.		boyfriend/girlfriend
love	adoption	kiss
like	tampons	sex
dates	sanitary napkins	marry
kissing	gay	wife/husband
touching	homosexual	A label for birth control method chosen
"making-out"	lesbian	relatives
sex	ejaculate	
intercourse	erection	
marriage		
wife		
husband		
children		

AREA: Travel Training

FUNCTIONAL LANGUAGE

Receptive (Understood)			Expressive (Oral/Manual/Gesture
Numbers: 1 to 100	"No Smoking"		Names of train, bus used by the student (e.g. Q47, etc.)
Letters: A to Z	shuttle		express
Colors: (a variety of colors			local
bus	emergency	local	stop
train	mailbox	express	help
subway	tramway	police	police
taxi	ferryboat		name
car	uptown		address
bus stop	downtown		telephone
train station	store names in community		name of destination
bell	room numbers in school		"please"
1/2 fare card	basement		"thank you"
I.D. card	boroughs		train/subway
"exit"	traffic light		bus
map	stop sign		Queens
token	crosswalk		Brooklyn
yellow line	street/signs used by student		Manhattan
tip	danger		
north	keepout		
south	"enter"		
east	walk		
west	don't walk		
left	stop		
right	elevator		
on - off	up - down		
push - pull			

AREA: Pre-Work: Skills

FUNCTIONAL LANGUAGE

Receptive (Understood)		Expressive (Oral/Manual/Gesture
same	cup	address
different	pound	name
number	tablespoon	telephone number
letter	teaspoon	days of the week
color	quart	months of the year
shape	left - right	numbers - 1 - 25
order	measure	more
first		less
last		cold
whole		hot
part - some		big
copy		little
"put together"		time
cut		work
hold		stop
time: (e.g. hour, minute, second)		home
clock		eat
watch		today
winter, summer, spring, fall		tomorrow
start		yesterday
finish		dime
bills		nickel
coins (dimes, nickel, quarter, penny)		quarter
today		penny
tomorrow		
yesterday		

APPENDIX A:

C U R R I C U L U M A S S E S S M E N T

F O R M S

INDEPENDENT LIVING SKILLS CHECKLIST

NAME: _____

SCHOOL YEAR:	CURRENT	FALL	SPRING
I. CLOTHING			
1. Understanding basic money concepts.			
2. Familiarity names of colors and fabrics.			
3. Knowledge of basic clothing items.			
4. Understand personal wardrobe needs.			
5. Understand proper care of garments.			
6. Familiar where to buy specific items of clothing.			
7. Knowledge of travel to stores.			
8. Familiarity department store.			
9. Knowledge of refund/exchange process.			
10. Understanding bargain shopping.			
11. Understand budget barriers.			
II. COOKING			
1. Knowledge of meal categories.			
2. Knowledge of <u>what</u> equipment is used for cooking.			
3. Understanding <u>use</u> of equipment.			
4. Knowledge of cooking terms.			
5. Understanding cooking temperatures.			
6. Understanding of cooking measurements.			
7. Understanding use and types of seasonings.			
8. Understanding following recipe..			
9. Knowledge of preparing and serving food.			
10. Understanding of preparing for individual needs.			
11. Understanding of how to set the table.			
12. Understanding of clean-up and storage.			

* - Prioritized areas NA - Not applicable

✓ - Completed

	CURRENT	FALL	SPRING
13. Understanding of frozen foods.			
14. Knowledge of menu planning.			
III. FOOD SHOPPING			
1. Familiarity neighborhood stores.			
2. Understanding money concepts for food.			
3. Understanding food types and labels.			
4. Familiarity physical layout of a supermarket.			
5. Understand daily food purchasing needs.			
6. Understand select foods: size and brands.			
7. Understanding of preparing a shopping list.			
8. Understand"smart shopping" practices.			
9. Knowledge of food tax.			
10. Knowledge of storing and preserving food.			
11. Understand budgeting for larger food activities.			
12. Understand planning for nutrition.			
13. Understanding of restaurant ordering.			
IV. HEALTH EDUCATION			
1. Knowledge of human body.			
2. Understanding of nutrition.			
3. Understanding exercise & physical fitness.			
4. Basic hygiene understanding.			
5. Knowledge of common illnesses.			
6. Awareness of death.			

	CURRENT	FALL	SPRING
7. Medical and dental knowledge.			
8. Knowledge of drugs and alcohol.			
9. Knowledge of venereal disease.			
10. Knowledge of hearing aid care.			
11. Awareness of environmental dangers.			
12. Awareness of feelings and emotions.			
V. MONEY MANAGEMENT			
1. Knowledge of coins and paper money.			
2. Understanding how money is paid out.			
3. Understand wise shopping.			
4. Understand concepts of saving money.			
5. Understand checking procedures.			
6. Knowledge of good budgeting.			
7. Understanding sales and income tax.			
8. Understand basic financing.			
9. Knowledge of insurance.			
VI. SEX EDUCATION			
1. Knowledge of growth and development.			
2. Understand types of relationships.			
3. Understand sexual attitudes.			
4. Knowledge of mechanics of sex.			
5. Understand methods of contraception.			
6. Understand masturbation.			

INDEPENDENT LIVING SKILLS

	CURRENT	FALL	SPRING
7. Knowledge of conception.			
8. Knowledge of age appropriate sexual behavior.			
VII. TRAVEL TRAINING			
1. Knowledge various types of transportation.			
2. Understand basic directions.			
3. Understand basic street skills.			
4. Awareness of appropriate transportation behavior.			
5. Demonstrated use of bus.			
6. Demonstrated use of subway.			
7. Familiarity layout of the school.			
8. Familiarity layout community around school.			
9. Familiar layout "home" community.			
10. Familiarity with driver's education.			

Curriculum Placement and Worksheet

Name: _____ AREAS Teacher: _____
D.O.B.: _____ Exp. Date of Graduation: _____
Entered SILC: _____ School Year: _____

Areas:	IN.	1st Year Jan.	1st Year June	2nd Year Jan.	2nd Year June	3rd Year Jan.	3rd Year June	4th Year Jan.	4th Year June	5th Year Jan.	5th Year June
Pre-Work: Behavior/Attitudes											
Skills											
Independent Living: Cooking											
Food Shopping											
Clothing											
Money Management											
Travel Training											
Health											
Sex Education											

This sheet is updated twice a year from goals sheet. Used as I.E.P. and/or supplement.

Key:
✓ - completed
* - priority (being worked on)
A - aborted (see comments sheet)

x/y - # of goals completed over # of goal total (e.g. 4/12)

Curriculum Placement and Worksheet

Name: _____ GOALS Teacher: _____

Area: _____ School Year: _____

Goals:	Date		Sept.		Nov.		Jan.		Mar.		May	
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												

This sheet is updated from behavioral objective sheet at the end of every other month.

Key:
✓ - completed
* - priority (being worked on)
A - aborted (see comments)

Curriculum Placement and Worksheet

-BEHAVIORAL OBJECTIVES-

Name: _____ Teacher: _____

Area: _____ School Year: _____

Goals:

BEHAVIORAL OBJECTIVES:			Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June

Collect data twice a month September, October, February and March, and once a month the rest of the year.

Key:
✓ - completed
* - priority (being worked on)
A - aborted (see comments)

297

298

CONTRACT SHEET

NAME: _____ TIME PERIOD: _____

SKILL AREA	GOAL	OBJECTIVE	ACTIVITY

STUDENT _____

TEACHER(S) _____

_____

DATE _____

Assessment Sheet

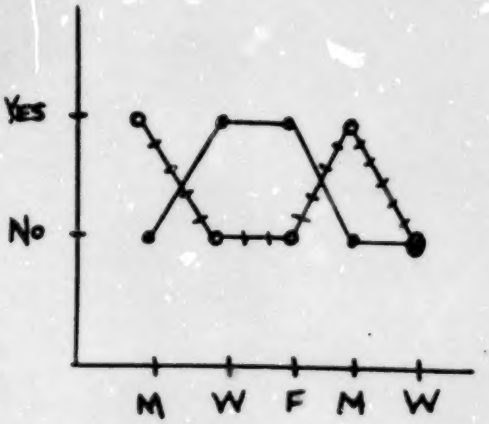
NAME: _____ TIME PERIOD: _____

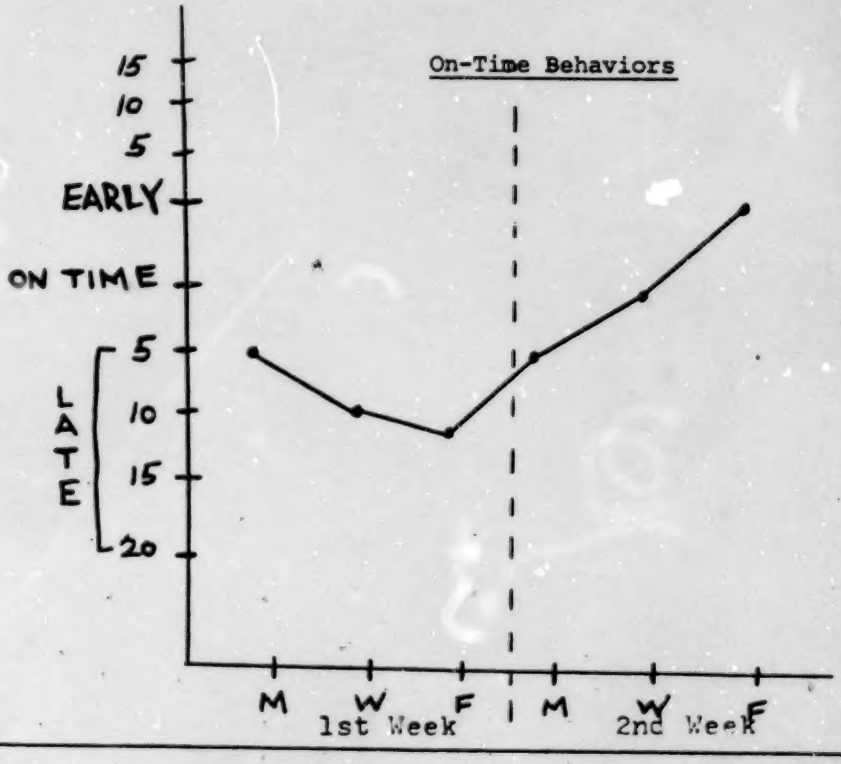
AREA: _____ TEACHER: _____

GOALS	Information	Skills	Attitude

EXAMPLES OF EVALUATION/FEEDBACK FORMATS

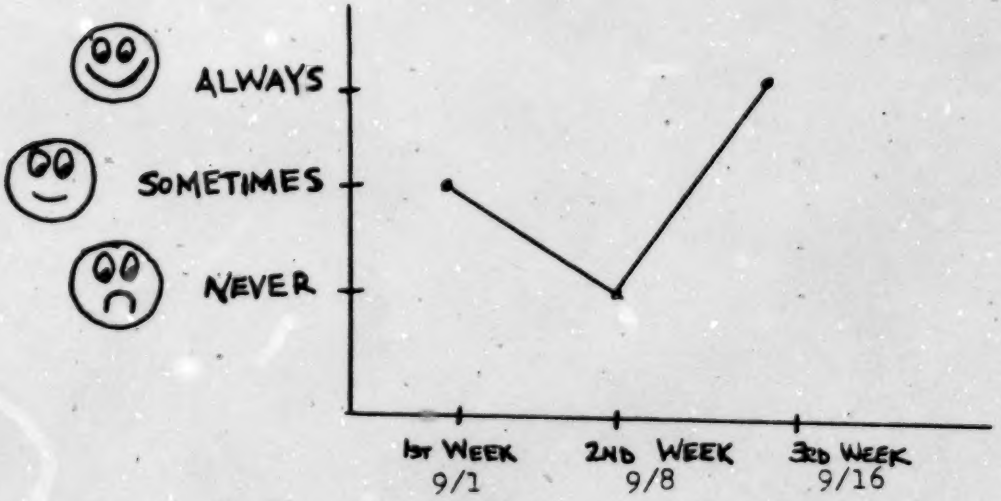
NAME: Kevin





Name: Cynthia

EMPLOYER ON-TIME BEHAVIORS



EVALUATION/FEEDBACK (cont.)

Name: Bill

School/Job Evaluation

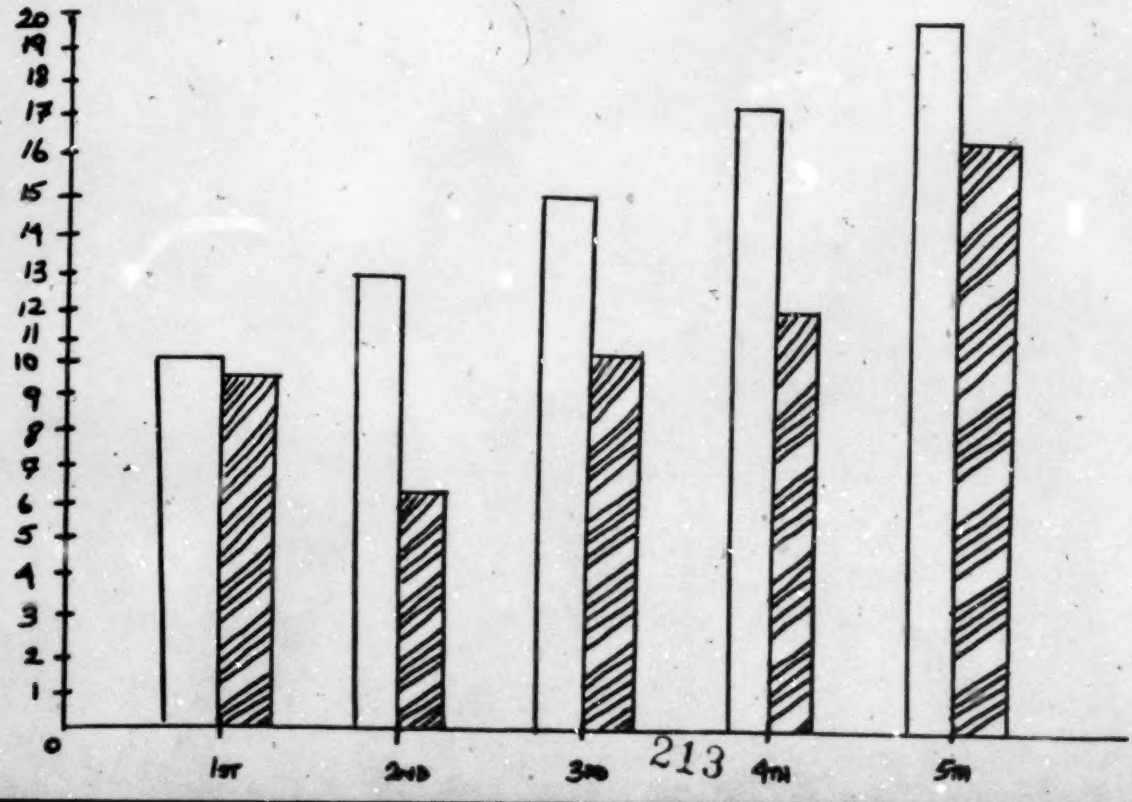
	Quality	Cooperation	Quality	Cooperation	Quality	Cooperation	Quality	Cooperation	Quality	Cooperation
Mon	2	1	2	2	3	2	4	3	4	4
Tues	2	2	2	0	3	2	4	2	4	3
Wed	2	2	3	2	3	2	3	2	4	2
Thurs	2	3	3	1	4	3	3	2	4	3
Fri	3	2	3	1	2	2	3	3	4	4
Totals	11	10	13	6	15	11	17	12	20	16
	1st Wk		2nd Wk		3rd Wk		4th Wk		5th Wk.	

CODE:

Excellent = 4
Very Good = 3
Good = 2
Nice Try = 1

▭ = QUALITY
▨ = COOPERATION

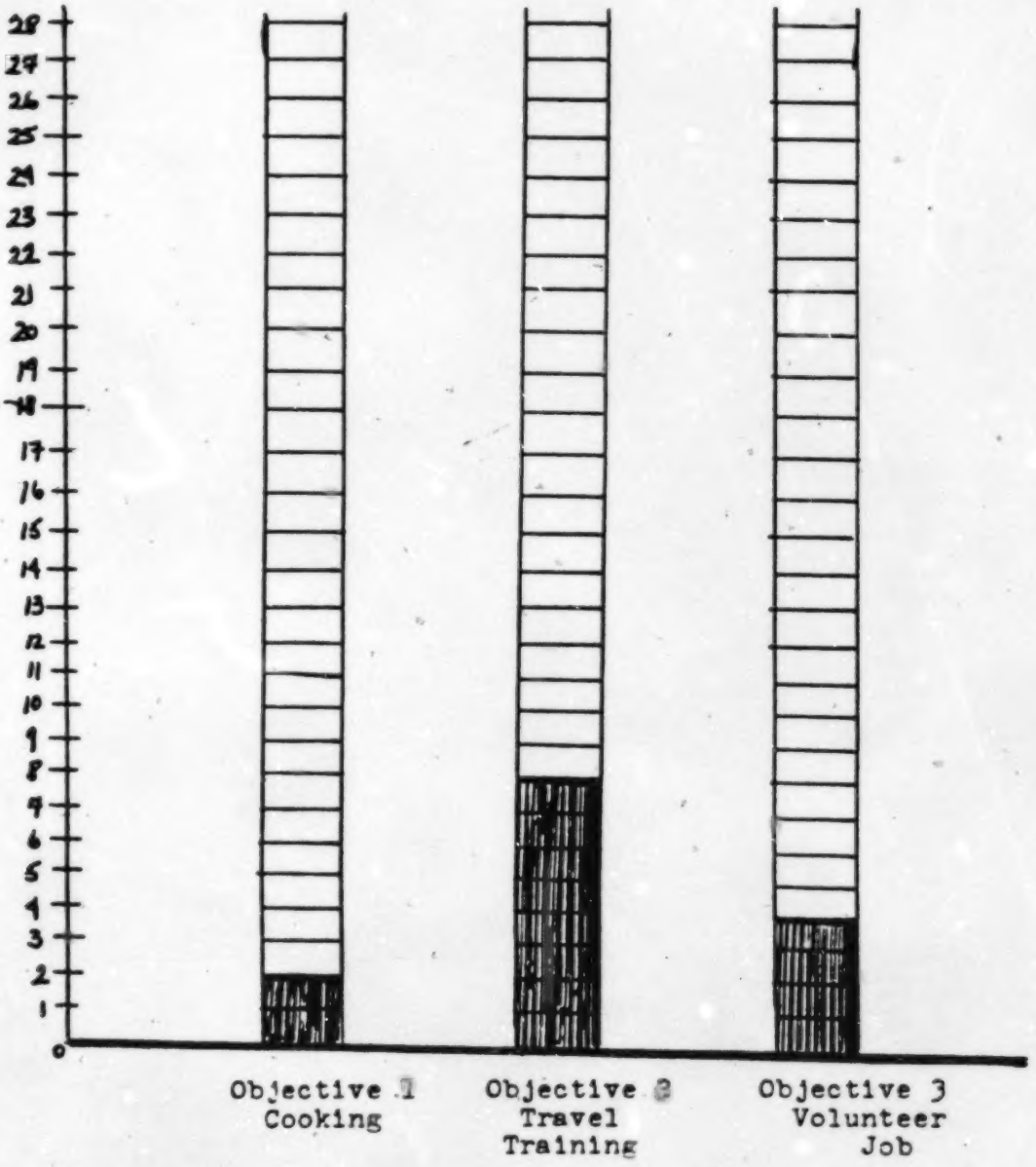
Work Progress Chart



EVALUATION/FEEDBACK FORMATS (continued)

Student could get a maximum of 10 points on any activity. This is a cumulative scale...keeps adding up--climbing. OR It could be done on a weekly/monthly basis with a stu dent getting points such as: 4=good job all the time; 3= not bad, but needs work; 2=needs alot of work; 1=awful, but tried; and 0= not worth talking about!

Name: Joan

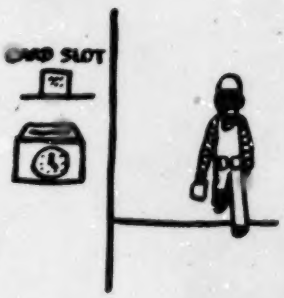


APPENDIX B:

A C T I V I T Y S H E E T S

Name _____ Date _____

John Goes to Work



What time does John wake up for work? _____

What time does John leave for work? _____

What time does John start work? _____

What time does John have his lunch break? _____

What time does John leave work? _____

CK

Name _____ Date _____

Draw a line from the picture to the word that describes it.

boat

airplane

train

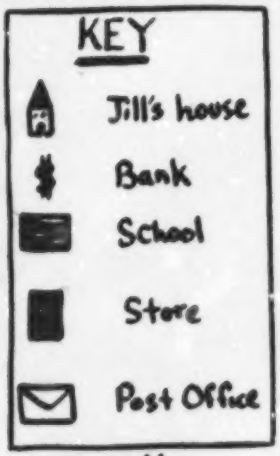
bus

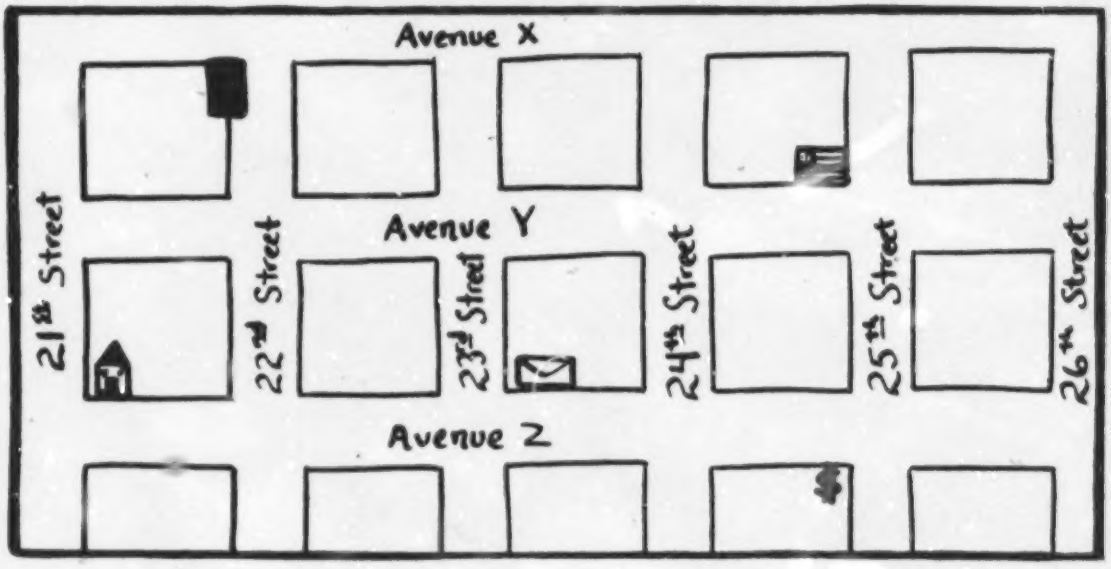
car

motorcycle

bicycle

taxi





1. The Post Office is on Avenue ☐.

2. The Bank is on the corner of ☐ Street and Avenue ☐.

3. What building is on Avenue Y and 25th Street? 217 ☐.

Name _____ Date _____

Word Box

embarrassed	sad	angry
surprised	afraid	happy

Name _____ Date _____

Word Box

pan	cup	spoon
oven	glass	pot
fork	plate	knife

219

CH

Name _____ Date _____

Put a circle around the clothing you wear in the winter.

Put a circle around the clothing you wear in the summer.

Put a circle around the clothing you wear in the rain.

Draw a line from the picture to the word that describes it.

scarf

coat

hat

sweater

shirt

sandals

shorts

bathing suit

boots

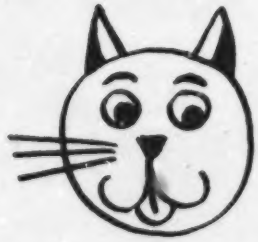
rubbers

raincoat

umbrella

Name _____ Date _____

Draw in the missing part of each picture.

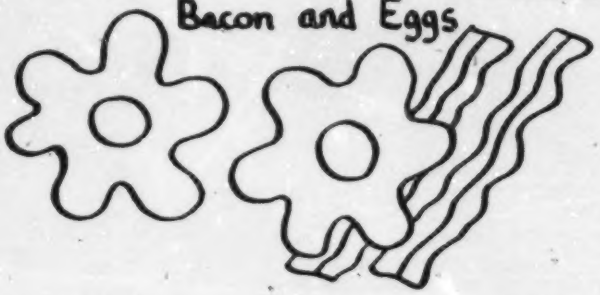


Draw a circle around the picture that is different.

Name _____ Date _____

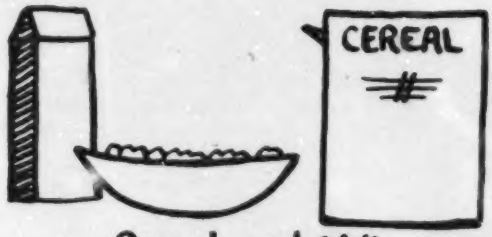
Put a "B" under the breakfast foods.

Bacon and Eggs



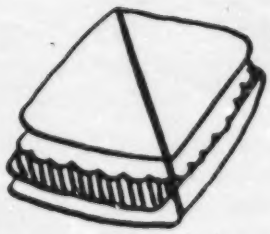
Chicken

Hamburger



Cereal and Milk

Sandwich

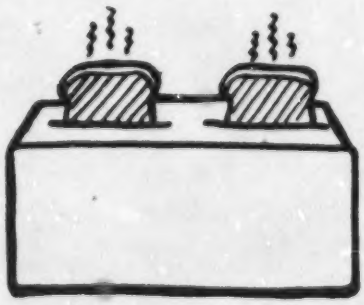


Pancakes

Watermelon

Fish

Toast



Ice Cream

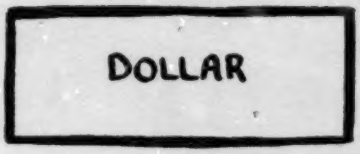
Ck

Name _____ Date _____

How much is each coin worth?

Money Box

10¢	5¢	25¢	1¢	$1.00



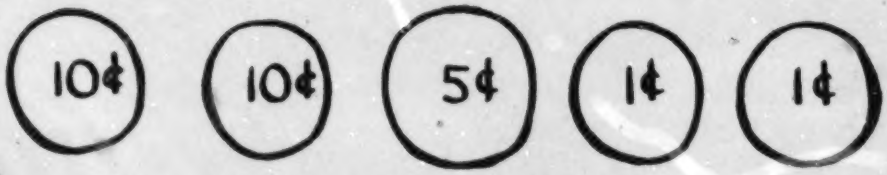
_____ _____ _____ _____ _____

How much money do you see?

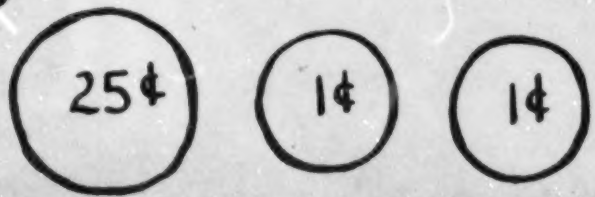
_____

_____

_____



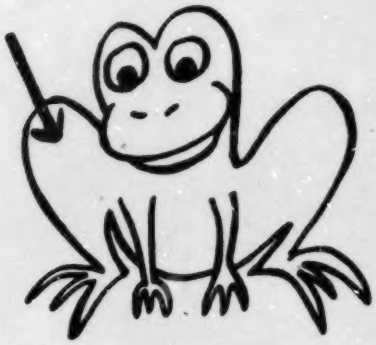
_____

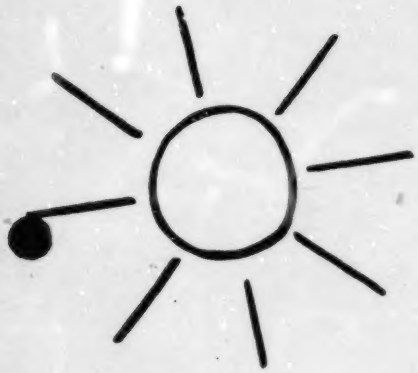


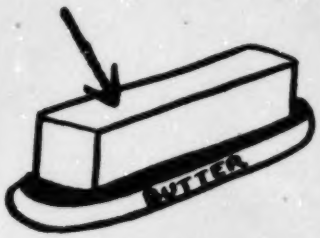
_____

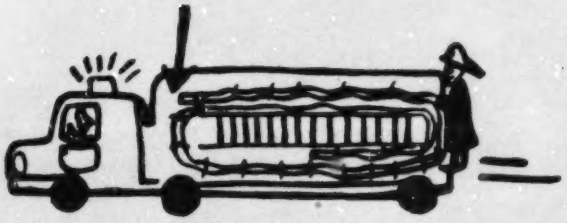
Name _____ Date _____

Look at the pictures. What color do you think of?







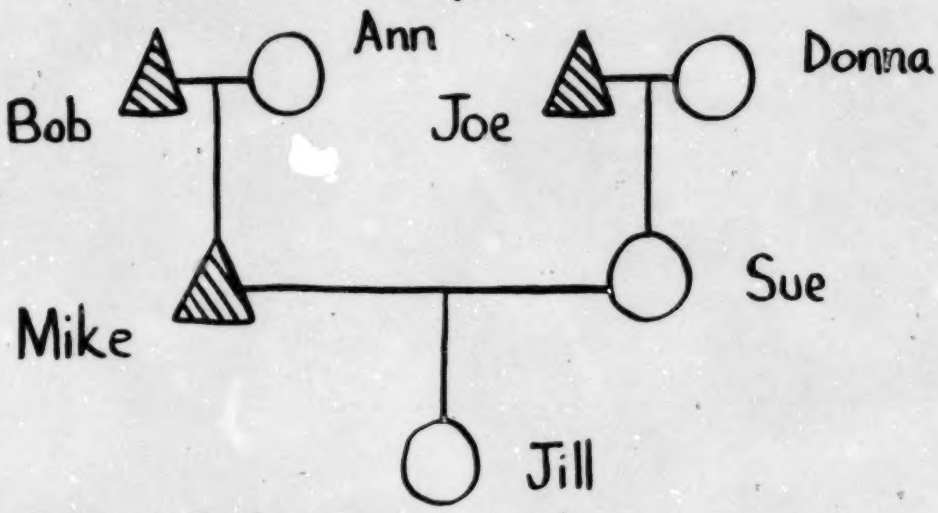


224

Name _____ Date _____

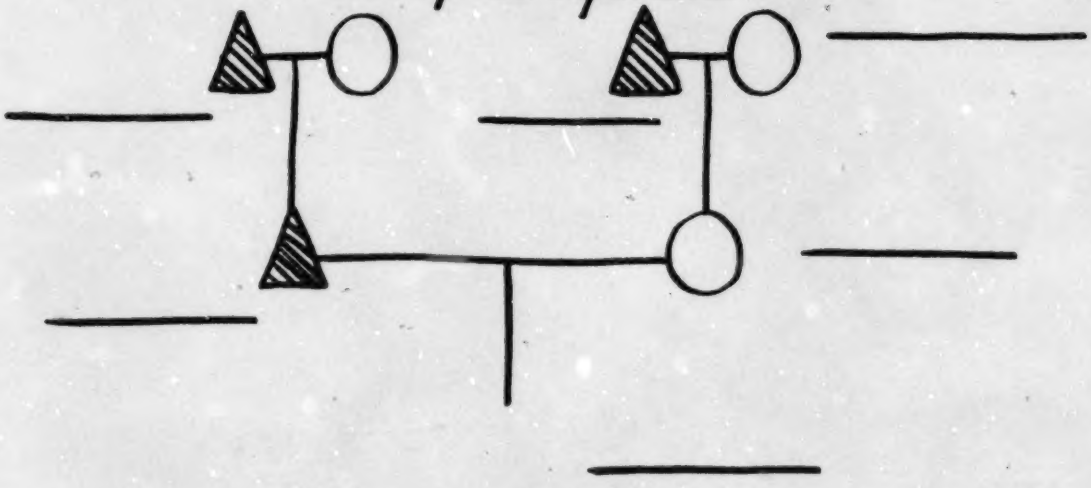
Jill's Family Tree

Key
△ = male
○ = female



What is Jill's father's name? _____
What is Jill's grandfather's name? _____
What is Sue's daughter's name? _____

My Family Tree



Finish drawing your Family Tree. If you need any help, ask a relative!

CK